

**Exploring HRM Support for Expatriation Management: Career Capital
Experiences and Employability of Expatriates in Multinational Companies**

by

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I declare that “Exploring HRM Support for Expatriation Management: Career Capital Experiences and Employability of Expatriates in Multinational Companies” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SUMMARY

Research about Expatriate Management became more diverse or heterogenous. The aim of this study was to explore Human Resource Management (HRM) support from the career capital experiences of expatriates within the context of MNCs. Expatriates are distinguishable by the nature of their assignment, motivations and personal characteristics and some success outcomes.

This research adopted a qualitative approach, eight participants were interviewed consisting of mid-management, senior management and top-management expatriates in various global companies.

A current overview and new insights about the challenges and complexity about expatriation were identified: harnessing career development through agility, being relevant; balance between career and organisational goals; cross-culture communication, acclimatization; contextual differences between expatriates and globally mobility; forms of global work; uncertainties and risks; the macro environment of global companies; digital capability and metrics; and the value of expatriation.

HRM practitioners make use of empirical evidence into skilled international mobility to inform company decisions and the design of practices and policies.

Understanding the link between research design issues and the type of expatriation studied is important for researchers and end-users, who require the best available scientific evidence for their decision-making.

Key Terms: Expatriates, Expatriate Management, Global talent management, Contextual differences between globally mobile employees, MNE orientation, International Assignments, Culture, Knowledge Transfer, Organisational Support and HR Digitization

OPSOMMING

Navorsing oor ekspatbestuur raak toenemend uiteenlopend of heterogeen. Die doel van hierdie studie was om die ondersteuning van mensehulpbronbestuur (MHB) met betrekking tot die loopbaankapitaal-ervarings van ekspats in die konteks van multinasionale korporasies (MNK's) te verken. Ekspats kan op grond van die aard van hul opdragte, motivering, persoonlike eienskappe en sekere suksesuitkomstes onderskei word.

Hierdie navorsing het 'n kwalitatiewe benadering gevolg. Onderhoude is met agt deelnemers gevoer bestaande uit ekspats in die middelbestuur, senior bestuur en hoofbestuur van verskillende internasionale maatskappye.

'n Hedendaagse oorsig oor en nuwe insigte in die uitdagings en kompleksiteit van ekspatriasie is geïdentifiseer: benutting van loopbaanontwikkeling deur paraatheid; relevansie; die balansering van loopbaan- en organisasiedoelwitte; kruiskulturele kommunikasie; akklimatisering; kontekstuele verskille tussen ekspats en globale mobiliteit; vorms van internasionale werk; onsekerhede en risiko's; die makro-omgewing van internasionale maatskappye; digitale vermoë en meting; en die waarde van ekspatriasie.

MHB-praktisyns gebruik empiriese getuienis van geskoolde internasionale mobiliteit om vorm aan maatskappybesluite en die ontwerp van praktyke en beleide te gee.

Begrip van die skakel tussen navorsingsontwerpvragestukke en die tipe ekspatriasie wat bestudeer word, is belangrik vir navorsers en eindgebruikers wat die beste beskikbare wetenskaplike getuienis vir hul besluitneming benodig.

Sleuteltermes: Ekspats, eksbatbestuur; internasionale talentbestuur, kontekstuele verskille tussen internasionaal mobiele werknemers, multinasionale onderneming- (MNO-) oriëntering, internasionale opdragte, kultuur, kennisoordrag, organisatoriese ondersteuning en mensehulpbron- (MH-) digitisering

TSHOBOKANYO

Dipatlisiso tsa botsamaisi jwa bofudugedi di simolotse go nna tse di farologaneng le go anama thata. Maikaelelo a thutopatlisiso eno e ne e le go tlotlhomisa tshegetso ya botsamaisi jwa badiri (HRM) go tswa mo maitemogelong a tiro a bafudugedi go lebeleletswe ditheo tsa ditšhabadintsi (diMNC). Bafudugedi ba ka tlhalogangwa ka mefuta ya ditiro tsa bona, dithotloetso tsa bona, dintlhatheo tsa bona tsa sebele le dipelo tse di rileng tsa katlego.

Patlisiso eno e tsere molebo o o lebelelang mabaka. Go botsoloditswe banni-le-seabe ba le robedi ba ba akaretsang bafudugedi ba ba mo maemong a botsamaisigare, botsamaisibogolwane le botsamaisi jo bo kwa godimo mo ditlamong tse di farologaneng tsa lefatshe lotlhe.

Go supilwe tshobokanyo ya ga jaana le tshedimosetso e ntšhwa malebana le dikgwetlho le bomarara jwa bofudugedi: go laola kgolo ya tsela ya tiro ka go obega; go nna maleba; go lepalepanya tsela ya tiro le maitlhomiso a setheo; tlhaeletsano ya go ralala ditso; go itlwaetsa; dipharologano tsa bokao magareng ga bafudugedi le motsamao mo lefatsheng lotlhe; mefuta ya ditiro tsa mo lefatsheng; ketsaetsego le matshosetsi; tikologopotlana ya ditlamo tsa mo lefatsheng lotlhe; bokgoni jwa dijitala le ditekanyetso; le mosola wa bofudugedi.

Badiri ba HRM ba dirisa bosupi jwa maitemogelo jwa metsamao ya boditšhabatšhaba ya ba ba nang le bokgoni go kgontsha ditshwetso tsa setlamo le thadiso ya ditiragatso le dipholisi.

Go tlhaloganya kgolagano magareng ga dintlha tsa thadiso ya patlisiso le mofuta o o batlisisitsweng wa bafudugedi go botlhokwa mo babatlisising le mo badirising ba ba tlhokang bosupi jo bo gaisang jwa saense jo bo gona gore ba tseye ditshwetso.

Mareo a botlhokwa: Bafudugedi, botsamaisi jwa bofudugedi, botsamaisi jwa talente ya mo lefatsheng, dipharologano tsa bokao magareng ga badiri ba ba tsamayang mo lefatsheng lotlhe, tlwaetso ya kgwebo ya ditšhabadintsi (MNE), ditiro tsa boditšhabatšhaba, setso, phetiso ya kitso, tshegetso ya setheo le go fetolelwa ga tsamaiso ya badiri (HR) mo dijitaleng

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The research experience involved in delivering this study was engaging, challenging and enjoyable. It certainly met my personal objectives in terms of understanding what career capital and expatriation in today's new world of work encompasses and where current perceptions of value lie in terms of career progression, organisational objectives and performance management.

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LIST OF ABBREVIATIONS

AE	Assigned Expatriates
AIA	Alternative International Assignment
ASEAN	Association of Southeast Asian Nations
CMC	Computer Mediated Communication
EMMNC	Emerging Market Multinational Companies
EU	European Union
GT	Grounded Theory
HR	Human Resource
IA	International Assignments
NAFTA	North American Free Trade Agreement
RIA	Regional Integration Agreements
SA	South Africa/n
SADC	South African Development Community
SIE	Self-Initiated Expatriates
MNE	Multinational Enterprise
MNC	Multinational Corporation
USA	United States of America

CHAPTER 1: INTRODUCTION, BACKGROUND AND RESEARCH PROBLEM

1.1 Introduction

Expatriate management will improve the awareness of specific problems that expatriates face at work and guide professionals and human resource practitioners. The most recent studies focus on areas of support relative / essential to the expatriate, his / her spouse or partner and family (Larsen & Edwards, 2019). The main research aim of this study was to explore and develop an in-depth understanding of expatriates' career capital experiences within a MNCs context. Being mindful of the Multinational Company (MNC) context, I wanted to understand how expatriates experience the HRM support they receive within an MNC context. Being mindful of the main research aim of this study, next follows a background of the context of the study, my personal motivation for this study, the problem statement and the disciplinary approach that I followed in this study. Then follows the research questions and objectives that emerged from the main research aim and a brief background about the research methodological section. Finally, I briefly describe the chapter outline of this dissertation.

1.2 Background

Expatriates¹ role are crucial in the success performance of an MNC, (Chen & Chang, 2016). Global companies nominate expatriates to help their global strategies, such as filling in positions where local skills are lacking, managing foreign ventures, transferring expertise and technology, starting up new operations, managing market growth, improving employee's and overseeing home-country management of a host country business (Larsen & Edwards, 2019). As MNCs extend their business operations internationally, higher numbers of expatriate managers are recorded to be named in foreign locations (Webber, 2015) on international work (Georgakakis, Dauth, & Ruigrok, 2015, Bucker, Poutsma & Monster, 2016). Recent research Larsen and Edwards (2019) postulate that the market for expatriate managers remain high with the estimated number of growing

¹ Adams and Van de Vijvera's (2015) define expatriate as a person who relocates abroad to work on extended work assignments and can successfully transact business by working in subsidiary organisations outside of his or her home country.

or staying the same (Atlas World Group, 2018, KPMG, 2018, Sante Fe Relocation, 2018).

To manage expatriate employees, under numerous institutionally, legal and cultural conditions, globally organisations must adopt effective management practises from a strategic and economical point of view (Bornay-Barrachina, 2019). The role of human resources in equipping global corporations with the requisite skills and enabling cross-border migration of talent has become vital to business performance (Brookfield Global Mobility Trends, 2016). The choice of an expatriate to prefer job mobility can either inspire or minimise global jobs prospects (Kirk, 2016,). Refusal to accept foreign assignments are increasingly due to the lack of support from the organisation (Crown World Mobility, 2018). The key factor's for terminating foreign work is the lack of organisational support in the fields of career, pay, strategy and training (Larsen & Edwards, 2019).

Expatriates' faces many challenges in the global world with the expectation of the organisation to maximise performance (Pieters, 2009). On the one hand, the employability of expatriates rises through serving at diverse foreign occupations and on the other hand their employability declines because of less appreciation of the professional growth and the neglect of wellbeing in order to manage their success in organisations (Bucker et al., 2016, Guest, 2017). Due to their age, life, experience, or aspirations, the reasons for various employee expectations like those viewed as stressive, ambiguous, or important may not be applicable to each other (Crown World Mobility, 2019). Failure to provide such assistance will illustrate demotivation, market success and diversity and inclusion challenges (Kirk, 2016).

The most of contemporary global professions are analysed from the viewpoint of people directing their own careers (Shaffer, Kraimer, Chen, & Bolino, 2012). Career Capital² combined through individual and organizational interests can generate

² Career Capital consists of three components: knowing why, knowing how and knowing whom (Crowley-Henry, 2012). "Knowing-why" relates to the individual's values and motivations and evaluation of a certain career path (Cao, Hirschi, & Deller, 2011), "knowing-how" links the individual's skills and competencies in the job, and "knowing-who" is the networks the individual has (Crowley-Henry, 2012).

added value for both individuals and organisation (Sutherland, Naidu, Seabela, Crosson, & Nyembe, 2015). Individuals invest in their career capital– consisting of knowing how, why and whom – which is seen as self-reinforcing and transferable (Lamb & Sutherland, 2010, Jokinen, 2010). Career capital (such as knowing who, knowing how and knowing why) are fundamental factors in the development and advancement of global careers at individual level (Cerdin & Brewster, 2014).

The three facets of Career capital are related to DeFillippi and Arthur's (1994) Intelligent Careers (IC), which aims to investigate individual career decisions and behaviors (Dickmann & Watson, 2017). Career capital that consists of expertise, experience, and potential in relation to effectively mastering current and future work is referred to as "knowing how" (Dickmann & Watson, 2017). Explicit information, implicit experience, soft skills, and technological competence are all included. The focus, meaning, and inspiration that individuals bring to the world of work and their jobs is referred to as "knowing why." This is ideal because it aligns with corporate culture, teambuilding, compensation, and career management. Career capital is linked to an individual's credibility and how their social networks can assist them in their positions. They are reflected in the organisation's internal and external technical and social networks (Dickmann & Watson, 2017).

When short-term assignments to the subsidiary company are inadequate for the optimal growth of the corporation in the host country, expatriate positions are needed (Bornay-Barrachina, 2019). MNCs need individuals who will communicate with people from other backgrounds for the good of the headquarters, since this would help in the organisation's adaptation to the local market and thereby ensure its sustainability (Bornay-Barrachina, 2019).

In our modern culture, where we live and work in a multicultural environment, a new crisis is arising against more nationalistic policies, which means that labour is less permeable and trade barriers in the form of tariffs are higher (Farndale, Horak, Phillips, & Beamond, 2019). As a result, high-skilled talent is becoming more reluctant to cross national boundaries, placing businesses at risk of losing their strategic edge by individuals, and countries at risk of slowing economic growth and innovation (Farndale et al., 2019). Nationalistic policies in many countries restricts immigration which makes it difficult for companies to recruit top talent (Farndale et

al., 2019). Furthermore, the 4th industrial revolution, also known as digitization and automation of jobs, is cited as the most critical social and economic trend in the world – one that will alter the essence of work, industry, and culture in the coming decades (Hirschi, 2018).

Expatriates³ are a major representative in the accumulation of knowledge, experience and skills within multinational organisations, they are argued to have the ability to adapt, understand other cultures and to expand global mindset (Tretyakevich, Heras, & Hall, 2015). Skilled expatriates in this regard are an integral part of the workforce of MNCs (Kokt & Dreyer, 2017). Expatriates operating on a global scale must be able to collaborate successfully with people from different backgrounds, cope with a range of competitive and political contexts, grasp rapid change, and perceive complexity as an advantage (Biemann & Andresen, 2010).

Recurrent explanations found in earlier studies on expatriate career capital are that expatriates see foreign work to improve their intercultural capacity, employment prospects, financial effect of work abroad, personal interest in international experience, general management, professional growth and career promotion in their own countries (Dickmann & Doherty, 2008; Dickmann et al., 2008). According to recent academic research (Bucker, Poutsma, & Beast, 2016), foreign job experience is respected because the number of years spent overseas is said to boost an employee's professional development in terms of career capital components: Improved know-how (skills), know-whom (relationships), and know-why (motivation). Earlier research has found that executing foreign market policies necessitates the creation of global managers (Stahl, Miller, & Tung, 2002), staff, and leaders with global competencies (Stahl, Miller, & Tung, 2002). (Biemann & Andresen, 2010).

Expatriates can be classified as Assigned Expatriates (AE) and Self-Initiated Expatriates (SIE). Assigned Expat is an international assignee working in a host country with the support of their employing organization for a specific duration of time (Crowley-Henry, 2012, Welch & Welch, 2015,). Self-Initiated Expatriates initiate their own international career path by choosing to relocate voluntarily to foreign countries and are hired under a local, host country contract (Biemann & Andresen, 2010).

According to McNulty (2014), traditional expatriates are transitioning to semi-localized expatriates, which involve short-term and rotational assignments. Although the expense and convenience of short-term alternatives to conventional expatriation can be manageable for companies, the opportunity costs (such as lower employee performance, poorer morale, lower engagement, and strong rises in unplanned expatriate turnover) are often underestimated, according to McNulty (2014). Typically, when expatriates move to a foreign location this also involves their entire family (Trompetter, Bussin & Nienaber, 2016). Armstrong (2014) argues that businesses became more interested in the personal lives of their expatriate families in this respect. In addition to being experienced in cross-cultural transition, an expatriate employee's family adjustment faces major difficulties in terms of language, religion, and values (Bussin et al., 2016).

In order to build different forms of global interactions, companies are searching for new approaches to develop global expertise or perform global business (Shaffer et al., 2012). According to Fleisher (2014), there is growing evidence, particularly in management research, that employee career capital benefits organisational outcomes, learning, knowledge transfer, and social capital. According to empirical research, the number of managers taking on foreign roles will grow by 50% in the next ten years (Georgakakis et al., 2015). Foreign expertise, according to scholars, is a critical element in assisting executives in coping efficiently with multinational tactics for MNEs so that they can work in today's globalised market setting (Georgakakis et al., 2015).

Understanding the overall image by obtaining knowledge from previous expatriate encounters, how they work, and their desire to learn new roles is crucial in designing future career paths for expatriates (Crowley, 2012). Surprisingly, expatriates often act as a knowledge transfer role (Kraimer, Bolino, & Mead, 2015), acquiring useful knowledge and experience on foreign assignments that can be used by global corporations to achieve a comparative advantage (Norling & Retz, 2013).

1.3 Motivation for this study

While progress toward a more detailed understanding of expatriation drivers has been reported, there is a paucity of research literature to build a broad framework

that allows for a more holistic understanding (Dickmann & Watson, 2017). Dickmann (2012) developed a concept called "Key Categories of Influence on International Mobility Decisions." Individual (career and growth goals, personal drivers and dispositions, family and spouse considerations), organisational (financial incentives and other assignment support), and location considerations (national/regional, unique location context) are the types of considerations that can be made. Dickmann and Watson's framework for "Key categories of influence on international mobility decisions" allows for the consideration of interrelated factors such as personal drivers and career considerations, as well as security and health concerns, which are likely to be particularly important for example in hostile environments. Despite the many difficulties that expatriates face while working in a foreign country, companies must have all forms of assistance to make the transition as smooth as possible (Hanson, 2021).

Employers' perception of their employees' motivation for international work is lacking (Dickmann, Doherty, Mills, & Brewster, 2008). As a result, the researcher felt compelled to explore expatriate experiences about their cultural, social, economic and symbolic income to gain a deeper understanding thereof (Ariss, Koall, Ozbilgin, & Suutari, 2012). Then based on expatriate experiences I proposed in the dissertation ways and means that could assist organisations to gain an understanding of why employees choose to be expatriates. Projects offer real experiences that can be used by employees to develop career capital (Authur, Defillipi, & Jones, 2001). While (knowing-why) self-assurance, (knowing-how) new work opportunities, and (knowing-whom) social support can help a person's career capital develop, routine jobs can deplete it as the labour market shifts (Authur, Defillipi & Jones, 2001).

International business travel is an essential part of MNE policy and management (Arslan, Golgeci, & Larimo, 2021). The COVID-19 pandemic's possible effect on international business travel and the use of expatriates by MNEs have severely hampered global travel and may have permanently changed it from what it was previously known (Arslan et al., 2021). International travel will become more complex, costly, and fraught with additional stumbling blocks, such as medical screenings on some flights. Remote (distance) working has emerged as a viable

replacement solution in both public and private sector organisations because of global lockdowns. Theorists from a variety of disciplines are already thinking about it, and we should expect many studies on the subject in the coming months and years (Arslan et al., 2021).

Many MNEs are confronted by unprecedented and serious problems with workforce mobility and are attempting to come to grips with the current realities of the post-pandemic world. However, the possible consequences of this pandemic for MNEs and expatriates are yet to be fully assessed (Arslan et al., 2021). Hence, companies need to understand all forms of support when it comes to expatriation in addition to the mobility issues from the covid-19 pandemic.

Next follows the problem statement that emerged from the background and the motivation for this study.

1.4 Problem Statement

Individuals employed in difficult foreign environments need versatility and associated competencies that can be applied to a range of contexts; thus, recognising the creation of job resources and the transferability of developed competencies is crucial for both individuals and the organisations that employ them (Jokinen, 2010, Salomaa & Makela, 2017).

According to the research literature (Harzing, 2001, Bonache & Stripe, 2012, Bornay-Barrachina, 2019), the main problems associated with expatriate failure were caused by (Harzing, 2001, Bonache & Stripe, 2012, Bornay-Barrachina, 2019): (1) Family – unwillingness of the family to adjust to the new cultural climate, attributable to the company's failure to expect problems from the expatriate family or partner; (2) Working career – the start of a new assignment is thrilling because it takes you to a new place. However, as time passes, they begin to think that headquarters has forgotten about them in terms of progression within the company; (3) Lack of transcultural training prior to leaving – few MNCs offer training in cultural diversity which is a problem because employees need to know how to deal with new culture and to develop their capacity for cultural sensitivity; (4) Excess of technical

qualifications over the capacity for cultural adaptation; and (5) Lack of cultural intelligence or incapacity to relate to people of different cultures.

The proportion of failed global assignments and premature return among American expatriates were reported between 20%-40%; higher percentages of failed assignments were mentioned in underdeveloped countries, specifically 70% failed assignments among expatriates sent to underdeveloped or developing countries (Van Aswegen, 2008). US, European and Japanese multinationals reported that 7% of US multinationals experienced expatriate failure rates of 10-40 percent, 69 percent had a recall or failure rate of 10-20 percent, and the remaining 24 percent experienced a failure rate of less than 10 percent (Vogel, 2006).

South African companies involved with expatriation indicated that the key reasons for failed assignments are as follow: Personal reasons (knowing why): 62 %, Health considerations: 10 % and Performance-related (knowing how) matters: 28% (Van Aswegen, 2008). South African expatriates sent on international assignments were reported at 16 to 40% whom do not complete their assignments. Hawley (2015) however argues that the reasons for expatriation failed assignments were due to an inability to meet organisational performance objectives of international work, an inability to adjust to the foreign environment, lack of managerial competence or support, not meeting the job expectations of the employer and/or host country nationals not accepting the expatriate in the working environment (Bussin et al., 2016).

1.5 Disciplinary Approach: Human Resource Management

Next follows the disciplinary approach in which this study area was focused on: Human Resource Management in context of International Human Resource Management.

The International HRM task is to provide assistance through expatriation programme activities, assisting expatriates with their adaptation and retention

(Maciel, Mores, Oliva & Kubo, 2019). Human Resource Management (HRM) in this regard is a strategic and integrated approach to the employment, development and wellbeing of people working for an organisation (Armstrong, 2012). For global companies, the HRM function includes the management of expatriates (Armstrong & Taylor, 2014). Strategic HRM includes the study of the HRM structures and sub-systems, the engagement with other organisation-based components, including external and internal environments for the company; multiple actors applying HRM systems; and multiple stakeholders assessing the feasibility and the long-term viability of the company (Cooke, Xiao, & Chen, 2020).

HRM across borders take place in different countries with its own culture and institutions⁴ (Armstrong & Taylor, 2014). The management of expatriates require that the HR practitioner have a broader range of expertise covering knowledge about foreign countries, their culture and institutions (Armstrong & Taylor, 2014). The high commitment strategy to human resources activities aims at enhancing the productivity and results of employees by motivating employees to recognise corporate priorities and meet their objectives (Ismail & Mustamil, 2019). High Commitment HR practises complement company and individual priorities, including policies and processes to inspire and involve staff (Ismail & Mustamil, 2019). The focus of high commitment HR practise is on highly qualified workers, as a primary criterion in the hiring process, delivers a full training package that enhances team members, involves employee involvement in deciding the performance of jobs, presents reasonable incentives that are in accordance with individual performance and guarantees the employee has equal opportunity in the company (Ismail & Mustamil, 2019).

The disciplinary approach for this study is towards expatriate management in terms of the above mentioned HRM functions⁵. Every sector of organisation function in the global marketplace (Holbeche, 2009). Labour markets vary in every country as well as by regions within countries (Holbeche, 2009). According to Holbeche

⁴ Armstrong & Taylor (2014) provide that institution include: the role of the state and financial sectors, employment law, national systems of education and training and employment expectations.

(2009), the HR role must consider the complexities of the global market in order to effectively facilitate talent across boundaries, promote company processes, organisational culture, and build a global brand that can be scalable to fulfil local requirements. The current macroeconomic climate affects worldwide employment and how global worker experiences affect global talent management (Dickmann et al., 2016).

Next, follows the research main research aim that emerged from the problem statement.

1.6 Research Aim

The research aim of the study was to figure out what makes up career capital for expatriates and which elements contribute to expatriates' marginal worth in the global economy. The goal of the study was to also learn about the various types of global labour and expatriation. The HRM support expatriates receive inside an MNC framework was revealed through the expatriates' career capital experiences. The reasons behind people's decisions to pursue global jobs were explored, as well as the characteristics of those who made those decisions. The study looked the macro-economic conditions that impact working as an expatriate.

1.7 Research Questions (RQ) and Research Objectives

Next, follows a list of the RQs to explore and develop an in-depth understanding of expatriates' career capital experiences and how they experience the HRM support that they receive within a MNC context.

RQ1: What are the components of career capital for expatriates working in a global economy?

RQ2: What are the contextual differences between AE and SIE?

RQ3: What are the expatriates accumulated experiences of career capital?

RQ4: What are the different forms of global work in MNC/E's?

RQ5: How does HRM support Expatriate Management?

RQ6: Which career capital components build marginal value that is recognizable and relevant in the new world of work?

1.8 Research Objectives (ROs)

Next, follows a list of the ROs to explore and develop an in-depth understanding of expatriates' career capital experiences and how they experience the HRM support that they receive within a MNC context.

RO1: Establishing expatriates' understanding of the components of career capital, working in a global economy.

RO2: Establish the contextual differences between AE and SIE.

RO3: Establish the accumulated experiences of career capital.

RO4: Establish the different forms of global work in MNC's.

RO5: Establish HRM support for expatriate management.

RO6: Establish career capital components that are recognizable and relevant in the new world of work.

1.9 Research Design and Methodology

The researcher chose qualitative research design to explore the research aim for the dissertation. Case studies, personal experiences, introspection, life stories, interviews, objects, cultural texts and productions, anecdotal, factual, interactional, and visual texts are all examples of analytical materials used in qualitative research

to explain the everyday and problematic moments and meanings in people's lives (Johnson, Adkins, & Chauvin, 2020). Qualitative researchers use a variety of interconnected interpretive practices in the hopes of gaining a deeper understanding of the topic at hand. It is understood that the world is different in every practice (Johnson et al., 2020). By conducting qualitative research this study aims to bring more knowledge about understanding expatriate's world of work in the global economy and the multinational company context, in addition to understanding various forms of global employee. This study also aims to provide some light on the managerial perspectives (Armo, 2013) on expatriation careers. Qualitative analysis was valuable in the collection and interpretation of data from international market contexts since it provided a deeper knowledge of the nature of the career capital interactions of expatriates and their role in the company's growth (Nicks, 2016).

The research paradigm applied was pragmatic paradigm. The pragmatic paradigm recognises that there may be a single or several realities that can be investigated empirically (Kaushik & Walsh, 2019). This reality is rooted in the environment and can only be discovered by human experience. Any two people will have varied degrees of shared experiences, which will lead to varying extents of shared beliefs. World views can therefore be shared individually and socially (Kaushik & Walsh, 2019). Pragmatism is the intellectual attitude related to action that consider thought more than a passive reflexion or representation of the reality (Vlajčić, 2020, p. 40). A study conducted by Vlajčić (2020) based pragmatic philosophy that expatriate managers regard their views or perceptions as tools for forecasting, actions, and solving problems (Vlajčić, 2020). For example, differences in perspectives between subsidiaries' managers, as well as between local and expatriate managers, can lead to the most successful form of knowledge transfer through agreements made about potential impediments and misconceptions (Vlajčić, 2020). Expatriate managers serve as knowledge carriers, bringing knowledge, values, and know-how to a subsidiary and the rest of an MNC by extracting knowledge from their external environment (Vlajčić, 2020). Successful actions are taken as a result of a manager's judgments of relevant knowledge, which is based on pragmatism (Vlajčić, 2020).

Grounded Theory (GT) was chosen as a qualitative research approach. The methods of GT are (Jorgensen 2001): (a) simultaneous data collection and analysis; (b) dependence on comparative methods; (c) early category development; (d) interim analytics between coding and first draft writing; (e) sampling for ideas; (f) a delay in the review of literature; and (g) an emphasis on developing theory. Grounded Theory and the qualitative research method approach are linked to conceptual thinking and theory development (Khan, 2014). In a grounded theory approach, data is gathered through, for example, interviews to highlight and explore employee perceptions of some phenomenon in an organization (Khan, 2014). Grounded theory was chosen to develop a theoretical account of the general features regarding expatriate perceptions of their career capital experiences and employability from working in other countries, as well as organisational support through the expatriation process. The researcher develops a theoretical account of the general features of the topic while simultaneously grounding the findings in empirical observations of data (Reiter, Stewart, & Bruce, 2011).

Purposive sampling was followed in selecting and sampling for expatriate employees which entailed identifying and selecting individuals or groups of individuals who are a) particularly knowledgeable about or experienced with a phenomenon of interest; b) have the availability and willingness to participate; and c) have the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner (Valk, 2021). To choose persons who are particularly knowledgeable about working as an expatriate (Valk, 2021), all participants for this study had to have a commitment and experience working as: (1) an expatriate employee, and (2) HR managers / expatriate managers who are accountable for expatriate management support. The second sample approach was snowball sampling, in which more participants were identified through the purposive sampling frame's participants (Valk, 2021).

Participants were told that the information they would supply would be kept confidential, and their identities would be kept anonymous (see Table 3-3), (Valk, 2021). This study sample consisted of eight participants who gave their consent to participate in this study.

Data collection was carried out following semi-structured individual interviews. Data collection through interviews facilitated discussions about the perspectives and perceptions of respondents regarding their work experiences as expatriates and support from HRM and their importance for working well and living contentment abroad (Valk, 2021). All participants received a summary of the research project and the interview protocol before the interviews so that they could understand the concepts and the questions – refer to Appendices Table 7-2 and Table 7-3 (Valk, 2021). Nvivo 12, a qualitative data analysis application, was used to enter all interview data.

1.10 Research Contribution

From the research findings summary (Section 4.9) the results indicated that there need to be a systematic structure to distinguish various forms of expatriates. The Rubicon Model (Figure 2-1) can be used by HRM practitioners working in expatriate management to provide a clear demarcation of the various types of expatriates, allowing for the establishment of differentiated HR policies and practices aimed at foreign work. Results indicated the need to understand expatriate goals and organisational goals. If there is a clear delineation of types of worldwide mobility, organisations can create, analyse, and optimize tailored global mobility activities for some mobile employee groups before, during, and after working abroad (Andresen, Dickmann, & Suutari, 2018). The main goal is to gain a better understanding of the many drivers, preferences, backgrounds, and experiences that expatriates' and other international workers have in order to develop customised mobility plans - Table 5-1, (Andresen et al., 2018). From the organisational perspective the Multilevel framework of subsidiary global talent management (GTM) systems (Figure 2-3) can provide a guide to comprehensively understand GTM systems

within and across subsidiaries of multinational enterprises – national and cultural distance, International HRM (IHRM) strategy, MNE orientation and expatriate competencies such as dynamic cross culture competencies (Tarique & Schuler, 2018). The research findings and new insights were indicated about digital capabilities and whether expatriation can still be sustainable in the new world of work. Global virtual work was researched that the positive drivers for MNE's lies in their ability to leverage remote work expertise thereby establishing a competitive advantage (Nurmi & Hinds, 2016). The results of this research also provided categorisation of international assignments in terms of types and duration.

Next, follows the research questions and objectives that emerged in exploring and developing an in-depth understanding of the main research aim in this study.

1.11 Chapter Outline

The chapter layout for this study was as follows:

Chapter 1	Introduction, background and research problem
Chapter 2	Literature Review
Chapter 3	Research Paradigms, Research Design and Methodology
Chapter 4	Research Results and Discussion
Chapter 5	Recommendations and Conclusions
Appendices 6	
Reference List 7	

1.12 Summary

This study adopted a qualitative research design to elicit from the career capital experiences of assigned and self-initiated expatriates. The research for this study describes the rationale of the problem statement, the applicable paradigms that the researcher adopted, the research approach and research methodology following qualitative processes. The conclusions and recommendations for this research was determined based on the study findings. Chapter 2, the literature review follows next.

CHAPTER 2: LITERATURE REVIEW

Global labour markets are undergoing major transformations. These transformations, if managed wisely, could lead to a new age of good work, good jobs and improved quality of life for all, but if managed poorly, pose the risk of widening skills gaps, greater inequality and broader polarization (Farndale, Thite, Budhwar, & Kwon, 2020).

2.1 Introduction

In the previous chapter I explained that in this study, I adopted a qualitative research approach to determine the career capital experiences of assigned and self-initiated expatriates. The rationale of the problem statement, the applicable paradigms that I adopted, the research approach and research methodology were described. In Chapter 2, I discuss the literature review and the criteria for the bodies of literature.

Next follows a discussion of the structure of the literature review.

2.2 Structure of the Literature Review

This study was based on theories which have informed research on expatriation: career capital, human capital theory and cultural intelligence theory.

The literature review was based on the most relevant and recent findings appropriate for the research study, since the selection of literature must be shaped by a focus on key areas of interest (Monash University, 2020). To study and learn about expatriates' career experiences and HRM support in the global economy, I investigated the literature on career capital and expatriates, expatriation, international assignments, and global mobility. Specific search terms were also used to find literature relating to the topic and the themes from the results chapter, this included forms of expatriation and global work, global company processes, employer value proposition, employee value proposition, culture, communication and language barriers, expatriate management (in terms of immigration and tax laws), flexible work life and expatriates, flexible work and expatriates, organisational support and expatriates, expatriate and career development, organisational learning, continuous learning, upskill and reskill, automation and digitisation, global

talent management, agility, leadership, digitisation and HR analytics, metrics in expatriation management, expatriate motivations and objective success.

The criteria for the bodies of literature and the scholars should always include relevance to the study and importance to the field (Monash University, 2020). The databases searched included peer-reviewed research: *Journal of Global Mobility*, *Journal of Social Change*, *The International Journal of IHRM*, Relocate.com, International Conference in Management and Accounting, *Journal of World Business*, *Journal of Intercultural Management*, Management Sciences, *Human Resource Management Journal*, *Journal of International Business Studies*, *International Journal of Human Resource Management*, *Journal of Management*, Society of Human Resource Management Foundation, *Management International Review*, *Journal of International Business Studies*, *Human Resource Development International* and *Management International Review*.

Next follows a discussion about changes in the global economy in the context of MNEs, expatriates and IHRM.

2.3 Globalisation, global companies and expatriates

Globalisation in corporate companies has been growing steadily since World War II and has brought about an expansion in high-value talent pools, creating a wealth of intercountry dependencies (Farndale et al., 2020). Changes in globalisation have been noted, however; in the last five years there has been increased regionalisation (Sante Fe Relocation White Paper, 2019). Increased trade within regions such as with the European Union (EU) or Asia-Pacific region is growing much faster than long-haul global trade (Sante Fe Relocation White Paper, 2019, p. 3). Increased protectionism (such as taxes, importation taxes, subsidies for import-competing firms and export incentives) has stabilised this growth (Farndale et al., 2020). As a result, we are witnessing what is described as a period of globalisation “on pause” or deglobalisation and reducing levels of global interdependence (Farndale et al., 2020). According to Farndale et al. (2020), the infrastructure that supports global

trade is breaking down (among others, Brexit, the failed Transatlantic Trade and Investment Partnership negotiations, a trade war between the USA and China and travel bans because of the COVID-19 pandemic) and efficiencies in the global market have decreased. The impact of these changes, for example the US travel ban and re-evaluation of the H-1B visa programme, has constricted the ability of the US to attract skilled talent into the country (Collings & Isichei, 2017). To adapt, companies have opened satellite offices. For example, Microsoft has opened a satellite office in Vancouver, Canada, to mitigate the challenges in accessing key talent brought about by these macro changes (Collings & Isichei, 2017).

Collings and Isichei (2017) explain that political challenges in the global market and deglobalisation have impacted on how MNEs relocate talent from parent country nationals (PCNs)⁶ and third country nationals (TCNs) into these global markets. These restricted boundaries impact areas within global talent management (GTM) and as a result bring increasing business uncertainty with skilled talent shortages (Farndale et al., 2020). Talent shortages (although sometimes disputed depending on how 'shortage' is defined in terms of labour market versus organisational supply and demand) have received limited attention in the GTM literature despite the obvious challenges that exist (Farndale et al., 2020).

HRM in this regard serves as a key advantage for national and foreign organisations, regardless of their location in developed or emerging markets (Maciel, Mores, Oliva, & Kubo, 2019). International operations have led to specialisation in the global labour market, but this also has new challenges within international HRM (IHRM) and expatriate practices, for example issues with expatriates' adaptation to the new cultural context, multicultural work environments and challenges to the host country culture (Maciel et al., 2019). Regarding

⁶ **Parent country national (PCN):** The nationality of employees is the same as that of the headquarters of the MNC, for example a German employee working at the Chinese subsidiary of Volkswagen (Reiche & Harzing, 2011). **Host country national (HCN):** The nationality of employees is the same as that of the local subsidiary, for example a Chinese employee working at the Chinese subsidiary of Volkswagen. **Third country national (TCN):** The nationality of employees is neither that of the headquarters nor the local subsidiary, for example an Indian employee working at the Chinese subsidiary of Volkswagen (Reiche & Harzing, 2011).

expatriates and a multicultural work environment, research findings point to cultural agility competencies: tolerance for ambiguity, resilience and curiosity of all employees working multiculturally (Caligiuri, De Cieri, Minbaeva, Verbeke, & Zimmermann, 2020). As the world transitions from the industrial age (manufacturing, logistics and competitive market access) to the Fourth Industrial Revolution (knowledge and know-how), the role of the expatriate has changed to that of holding and transferring tacit and explicit knowledge (Teagarden, 2020). Career capital and the knowing-how aspect relative to knowledge transfer relate to skills, knowledge, insights and abilities that individuals possess and that may be explicit or tacit. These are beneficial for careers if they relate to job-relevant competencies (Dickmann et al., 2016). Expatriates are argued to have the potential to play a key boundary-spanning role in multinationals, especially relating to knowledge sharing (Teagarden, 2020).

The argument is that the changing issues of globalisation have shaped the nature of work and how we collaborate and share information, for example the change to cloud and big data facilitates better decision making and companies have already become less location dependent for work. It has also facilitated global collaboration (Collings & Isichei, 2017). The COVID-19 crisis has moved collaborative work into the virtual sphere in which society at large now relies considerably on virtual communication media to complete collaborative tasks (Caligiuri et al., 2020). In this regard IHRM research teaches us a great deal on how managers should support virtual collaborations to facilitate success during the current crisis and beyond (Caligiuri et al., 2020).

MNEs are forced to reconsider the key question as to whether they have the right people in the right places. If countries' borders are closed because of the COVID-19 pandemic, the upward trajectory of international assignments seems highly unlikely (Caligiuri et al., 2020). Notably, if fewer employees live and work abroad on international assignments, there is a need for future research to investigate alternative control MNE mechanisms for subsidiaries, alternatives for developing future global leaders and alternatives for addressing skill shortages in host countries (Caligiuri et al., 2020). Caligiuri et al. (2020) question whether technology-driven control mechanisms could successfully replace an expatriate leader sent from

headquarters to oversee operations and whether culturally diverse environments in host country subsidiaries could foster cultural agility competencies the way a high-quality international assignment would. They also ask whether skills can be taught to host country nationals (HNCs) through virtual means, to prepare them for anticipated skill shortages in host countries. There are fewer expatriates and those being sent abroad will need to achieve greater success faster than previous generations of expatriates because of the speed of adjustment and higher risks involved (Caligiuri et al., 2020). Collings and Isichei (2017) found a decline in the number of global CEOs with international experience (only 24% of CEOs in the study conducted by PWC, 2017) which was documented as a worrying fact.

2.4 Migration, expatriation and mobility population

Millions of people live in countries other than where they were born and skilled people relocate to other countries seeking international career opportunities (Przytula, 2015, Bonache, Brewster, & Suutari, 2018). Migration or spatial mobility has various classifications depending on scope (internal and cross-border migration), duration (permanent, periodic, seasonal, shuttle), goal of relocation (economic, non-economic migration) and reasons for migration (forced, voluntary migration) (Przytula, 2015). Economies and cultures such as the United States, Canada, New Zealand, South Africa, Argentina and Chile were built on immigrants seeking better living conditions, and countries such as Australia, Siberia, Brazil and the Caribbean were also the result of migration (Przytula, 2015). It is difficult to find the direct relationship between migration and expatriation, so it is important to verify the phenomenon of expatriates against the background of migration processes described in different models and theoretical terms (Przytula, 2015).

Research on migration explains the distinction between a migrant and an expatriate (Albrecht, Ones, & Sinangil, 2018). Labour migrants and expatriates are shown to overlap in that both involve working abroad for a certain minimum amount of time (Albrecht, Ones et al., 2018). In contrast to expatriates, most migrants move abroad anticipating either to stay for their remaining work life (also known as immigrants) or until they have accumulated enough funds to allow them to invest or return to home (Albrecht, Ones et al., 2018). By contrast, expatriation requires adjustment

to local conditions so that there is no work (or non-work) disruption (Albrecht, Ones et al., 2018).

The United Nations forecast the number of international migrants at 243 million in 2015 (The Economist Intelligence Unit, 2016). McNulty and Brewster (2019) mention that about 3.3% of people live and work abroad and that approximately 70% of all internationally mobile people are of working age (20 – 59 years). Expatriates as a percentage of the world’s population was just above 3% from 2001 to 2016 (The Economist Intelligence Unit, 2016). The countries listed in Table 2-1 are reported to be among the top10 hosting and sending countries for expatriates.

Table 2-1: Expatriate sending and hosting countries

Top 10 Host Countries and Expatriates	Top 10 Sending Countries and Expatriates
1. USA: 46 627 102	1. India: 15 575 724
2. Germany: 12 005 690	2. Mexico: 12 339 062
3. Russia: 11 643 276	3. Russia: 10 576 766
4. Saudi Arabia: 10 185 945	4. China: 9 546 065
5. UK: 8 543 120	5. Bangladesh: 7 205 410
6. United Arab Emirates: 8 086 126	6. Pakistan: 5 935 193
7. Canada: 7 835 502	7. Ukraine: 5 825 745
8. France: 7 784 418	8. Philippines: 5 316 320
9. Australia: 6 763 663	9. Syria: 5 011 509
10. Spain: 5 852 953	10. UK: 4 917 460

Source: Adapted from The Economic Intelligence Unit (2016)

2.5 Contextual differences between expatriates and types of international employees

Expatriates are defined as legally working individuals who relocate to another country of which they are not a citizen for a specific duration to accomplish a career-related goal, or who are sent abroad by an organisation or by self-initiation, or who are directly employed within the host country (Bonache et al., 2018) and execute legal work abroad (Andresen, Bergdolt, Margenfeld, & Dickmann, 2014). There are different forms of expatriates which reflect the evolving nature in the field of expatriate studies, ranging from the traditional AE to now encompass a broader

range of employees (McNulty & Brewster, 2019). Other studies have found that the traditional AE has been expanding to include almost all workers on temporary assignments abroad, such as SIEs, inpatriates, international business travellers, short-term assignees and international commuters (Selmer, 2019). Research also expands on expatriates in non-corporate communities, such as diplomats, academics, international school teachers, international volunteers, military personnel, missionaries and sports professionals (Selmer, 2019). Demographically there tends to be a higher proportion of females in the SIE population (taken from the northern European populations) and more AEs are male (Dickmann et al., 2016). Healthcare employees are another type of expatriate group but their growing international importance has not been extensively investigated (Selmer, 2019). Expatriate populations are mostly professional, well-educated individuals with high qualifications (Dickmann et al., 2016).

There is a high demand for international professionals who are capable of working effectively in various countries as well as cooperating with them, for example in the form of AEs where the plan of the foreign mission is prepared by their organisation (Przytula & Strzelec, 2017). A study conducted in 2014 found that there is confusion about how to deal with company-sponsored expatriates (such as AEs) who initiated the move abroad themselves. Many researchers simply treat these as AEs – the support these individuals gain from their organisations is not likely characteristic enough as motivation to work abroad (Andresen et al., 2014).

There is a need to distinguish between AE, SIE and migrant by means of a systematic review of existing definitions in current research. Similarities and differences in the application of the three terms need to be identified and a criteria-based definition and differentiation developed (Andresen et al., 2014). Career management practices aligned with a clearer demarcation of the different groups of internationally mobile employees, such as AEs and intra- and inter-SIEs allows for the development of differentiated corporate HR policies and practices aimed at foreign workers (Andresen et al., 2014).

International work experiences can be demarcated along seven dimensions (Andresen et al., 2014): (1) time spent, (2) intensity of international contacts, (3)

breadth of interaction, (4) legal context (such as legality of work distinguishing between migrants and expatriates), (5) international work instigator, (6) extent of cultural gap and (7) specific position. Additional criteria for differentiating SIEs from AEs are identified by Andresen et al. (2014): initiator of key binding activity (whether the initiative comes from the individual or the organisation), change of work contract partner and internal versus external organisational mobility (such as whether the person has changed organisations – for example, intra-organisational SIEs vs interorganisational SIEs) (Andresen, Dickmann & Suutari, 2018).

2.5.1 Expatriates and the Rubicon Model of action phases

Andresen et al. (2014) suggest the Rubicon Model of action phases (see Figure 2-1):

- pre-decisional phase
- pre-actional phase
- actional phase
- post-actional phase.

They propose using a small number of criteria and broad types when distinguishing between an array of foreign worker forms, such as AEs, SIEs, assigned travellers and self-initiated travellers. The advantage of such a typology is its easy applicability across a range of research scenarios that can be empirically verified and criteria are excluded that might not be relevant (Andresen et al., 2018).

The Rubicon Model of action phases are as follows (Andresen et al., 2014):

- Pre-decisional phase. In this phase the expectations and preferences are gauged, alternatives evaluated and motivations formed. The person has a disseminated idea to work abroad and evaluates the options such as assigned or SIE. Heckhausen (1989) describes this process as the development of goal intention and concrete intention (such as crossing of the Rubicon) to go abroad. For example, if an SIE applies for a job abroad on their own, the final decision is influenced by valence and expectancy parameters (Vroom, 1964). Since both AEs and SIEs decide for themselves

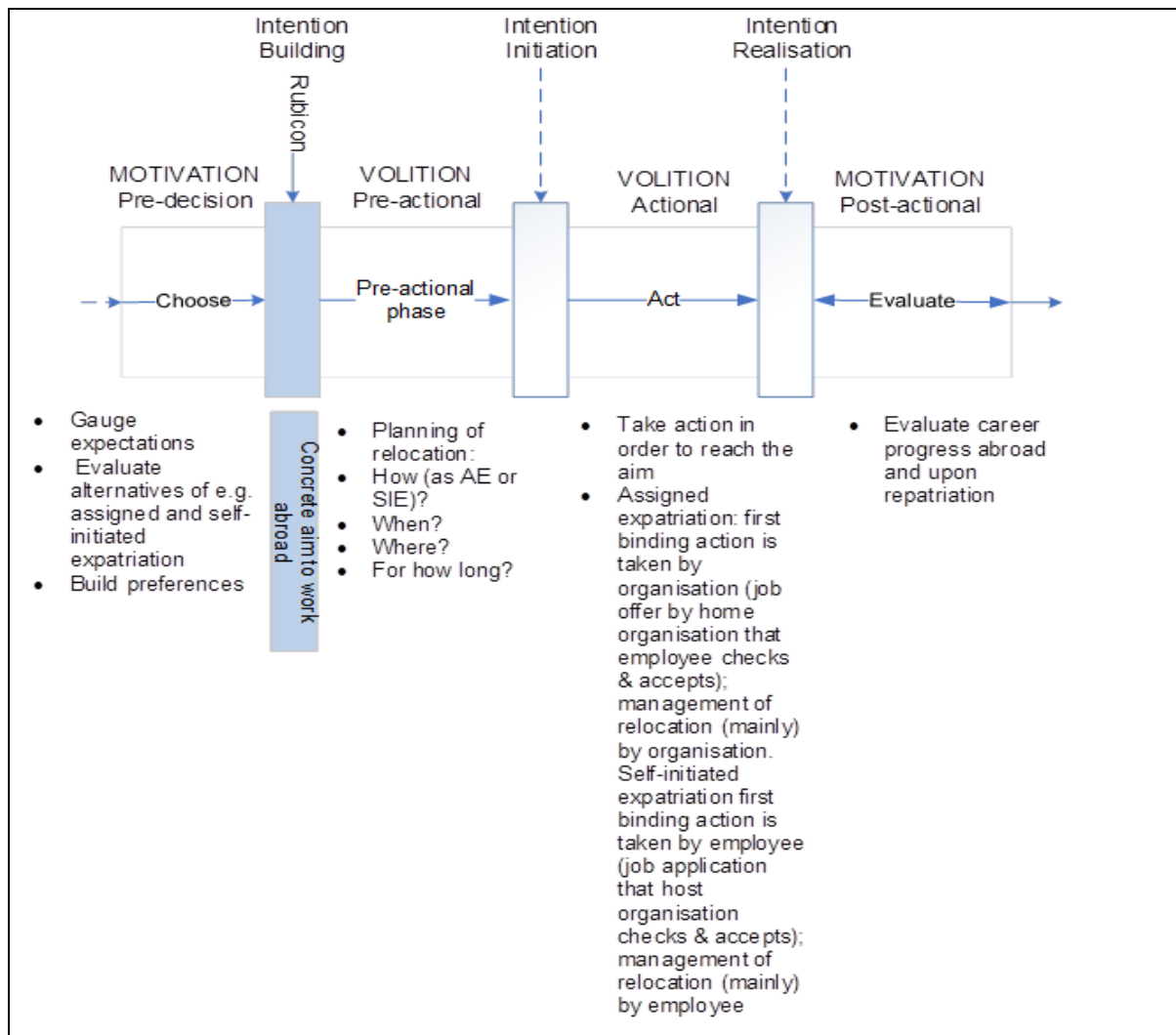
to work in a foreign country (building their own goal intention), they do not differ at this point of the model.

- Pre-actional or planning phase. This phase entails the planning of further action steps. A definitive action plan is formed and intermediate goals are developed. For an SIE, intermediate goals would include the search for international job offers and the preparation of a clear, definite job application. In the case of an AE, they might mention their interest to their supervisor. At this point there is no concrete action in terms of applying for a job abroad in the case of SIEs; the planning is still without any engagement. Individuals tend to protect their chosen intention (such as going abroad as an SIE) from competing intentions.
- Action phase. The differences between AEs and SIEs become apparent in this phase. The AE receives a formalised job offer for a position in a foreign subsidiary by their current work contract partner and needs to check and accept or reject this offer. The first key binding activity is taken by the organisation which is the current work contract partner. By contrast, the SIE applies for a foreign job and thus the first key binding activity is taken by the individual. The new work contract partner abroad, either in the same organisation (intra-SIE) or in a new organisation (inter-SIE), checks the application and acts on it. Both alternatives lead to a realisation of the goal intention - the conclusion of a contract, followed by the management and implementation of the specific assignment (mainly) by the current work contract partner. SIEs might face more obstacles in the action phase than AEs (in terms of financial challenges, resulting in negative emotions such as fear or uncertainty). These individuals need a stronger volition, such as self-regulation strategies and discipline, to reach their goal to work in a foreign country.
- Post-actional phase. This is when an action is completed. It is the resulting outcome of actions which are evaluated by the individual in terms of career progress while working abroad and/or after repatriation to the home country. Success or failure judgements are often accompanied by positive (e.g. pride) or negative (e.g. anger) emotions, reinforcing or hampering similar action in the future (Weiner, 1985).

The last two criteria: change of work contract partner and internal versus external organisational mobility, depend on who takes the final decision to employ the expatriate abroad (Andresen et al., 2014). The AE's decision is usually taken in the home country. The final decision to employ SIEs is made by a new work contract partner, usually in the host country. This new work contract partner is either the same organisation (intra-SIE) – internal organisational mobility to a foreign subsidiary – or a new organisation (inter-SIE) (Andresen et al., 2014).

Andresen et al. (2014) identify four types of AEs and SIEs: inter-SIEs, intra-SIEs, AEs and drawn expatriates (DEs). DEs are individuals who are offered a job from an organisation outside of their current country (new work contract partner), based on their networks and/or reputation, without having applied for the position in question. The host country (new work contract partner) approaches the individual and offers a legal employment contract, leading to external mobility (Andresen et al., 2014). An example of a DE could be a top executive being approached by a prospective employer who outlines a job offer (Andresen et al., 2014).

Figure 2-1 Rubicon Model of action phases



Source: Adapted from Heckhausen and Gollwitzer (1987), Heckhausen and Heckhausen (2010) and Andresen et al. (2014)

2.5.2 Forms of skilled long-term international mobility

Research by Tharenou (2015) analysed three major forms of skilled long-term international mobility:

- **International assignees/assigned expatriates (IAs/AEs).** These are managers and professionals assigned or sent to work temporarily on an assignment for more than one year, for example 1-3 years, 3-5 years, to achieve an organisational goal (such as control subsidiary operations, manage local operations including start-ups, transfer expertise, provide

technical and administrative skills, develop managers). *International Assignees/AEs are distinguished from the following, based on the length of time spent abroad and the source of initiation:*

- Short-term assignees are those who are sent abroad by their employer for a period of time ranging from a few months to a year in order to achieve an organisational goal.
- Global managers are senior executives whose careers include frequent (three or more) international postings and jobs with one or more employers throughout the course of their working lives.
- Inpatriates, who are Host-country-nationals (HCN) or Third-country-nationals (TCN) that the parent company transfers to its headquarters on a semi- or permanent basis usually for development, often to return to manage a subsidiary in their home country.
- Organisational or corporate SIEs, who independently initiate mobility abroad within their own organisation under its sponsorship, support and knowledge.
- **Self-initiated expatriates (SIEs).** These are managers and professionals who decide on their own to expatriate to look for work abroad, self-fund their expatriation without the help of an organisation, for a temporary but undefined period of time, typically from a year to a decade, for career, professional, lifestyle, cultural, and personal reasons, and are usually hired on a host country contract once there.
- **Skilled immigrants (SIs).** These managerial, professional and technical people usually have at least a bachelor's degree gained in their home country and a skilled occupation, who self-initiate migration for the long term usually to settle permanently in a new country for reasons of economic motivation, career progress, lifestyle, establishment of better lives and living conditions and/or family and relationships, either migrating through employer sponsorship of a job in the new country or independently by a skilled migration programme seeking to gain employment once there.

2.5.3 Other types of international workers

An extended description of internationally mobile is given in Table 2-2.

Table 2-2 Extended description of types of internationally mobile employees

<ul style="list-style-type: none"> • AE or IA • Boomerang • Business expatriate • Corporate or organisational expatriate • Domestic internationalist • Ex-host country national • Expatriate • Flex-patriate • Foreign executive in local organisations (FELO) • Global careerist • Global or international itinerant • Global manager • Globetrotter • Immigrant (legal/illegal-asylum) • Inpatriate/impatriate • Intern (or temporary immigrant) • International business traveller • International or cross-border commuter • International volunteer • Just-in-time expatriate 	<ul style="list-style-type: none"> • Localised employee • Migrant • Outsourced employee • Permanent cadre or globalist • Retirement expatriate • Returnee • Reward or punishment assignee • Second-generation expatriate • Seconded overseas • SIE or self-initiated foreign worker • Short-term (international assignee) • Sojourner • Stealth assignee • Virtual global employee or virtual international employee • Skilled (im)migrant
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Source: Adapted from Andresen, Dickmann and Suutari (2018, p. 51)

2.5.4 Offshore

Individual offshoring is an emerging new form of organisational-initiated expatriation which links self-initiated expatriation and international assignment (Fourrier, 2018). The difference between international assignment and individual offshoring is that

international assignment is the expatriation of an individual, and individual offshoring is the relocation of the job (the incumbent may or may not follow the job abroad). The retention or development of individual offshores is not central and therefore can be almost interchangeable with hiring locally if the incumbent does not choose to follow the role (Fourrier, 2018). The company's perspective changes drastically, however, when the incumbent is a recognised talent as the prior investment made in that individual as well as their future potential contribution to the company's growth make it far more critical for the company to retain them (Fourrier, 2018). According to Fourrier (2018), individual offshoring depends on the organisational offshoring location as there cannot be an individual offshoring without an organisational one. The Philippines, Ireland and Canada are among the top ten of the offshored locations, but do not appear in the IA rankings (Fourrier, 2018). The USA is ranked as the first international assignment location and Canada as the fourth most common offshoring location (Fourrier, 2018).

2.6 What is expatriate management?

Selmer (2019) explains that expatriate management consists of two activities: management *of* expatriates and management *by* expatriates. Management of expatriates includes all the traditional activities undertaken by organisations to manage their AEs, from recruitment to repatriation. Management by expatriates is associated with most cross-cultural and other issues that foreign managers encounter in a host location, from language problems and communication difficulties to leadership challenges. The two activities involving expatriate management, however, are not mutually independent and may actually overlap since many AEs may need support and help from the parent country organisation to successfully discharge their managerial duties (Selmer, 2019).

Expatriates fill workforce gaps and can reinvigorate declining sectors, contribute to public finances through taxes paid and provide access to home markets through diaspora networks among other benefits (The Economist Intelligence Unit, 2016).

The field of expatriate management, in Selmer's view (2019), is becoming more diverse or heterogeneous, encompassing a wider ground. However, according to Bonache et al. (2018), there are challenges in the changing context and the

distinction between types of expatriation and their important managerial implications that have not been sufficiently analysed in the literature. For example, for both AE and SIE groups the expatriate processes will be fraught with identical managerial challenges, including identifying those personal characteristics that are most important to performance in a given position abroad, measuring those characteristics, evaluating the motivational levels of prospective candidates and attracting the right people into international service (Bonache et al., 2018). This implies that the accumulated knowledge of one group (AEs) can be readily extrapolated to the other group (SIEs).

2.7 Link between GTM, expatriates and IHRM

The definition of GTM is as follows: “global talent management is about systematically utilizing IHRM activities (complementary HRM policies and practices) to attract, develop, and retain individuals with high levels of human capital (such as competency, personality, motivation) consistent with the strategic directions of the multinational enterprise in a dynamic, highly competitive, and global environment” (Ariss, 2014). GTM incorporates numerous different ways of translating the concept into practice:

- Traditional international HR practices are rebranded to a more systematic and efficient way. GTM often refers to the management of all employees, as such the inclusive approach.
- International succession planning practices involve using various means such as technology, virtual and physical networks to secure talent pools into jobs throughout the organisations, internationally.
- Talented (or best) employees are managed globally.

GTM is also about identifying, selecting, recruiting, developing and retaining talents in international contexts (Ariss, 2014). HR’s role in GTM is one of facilitation, engagement, measurement and reporting and is thereby arguably relevant and directly impacts other actors (King, 2015, p. 11). The origins of talent management can be traced back to the 1990s, to the ground-breaking study entitled ‘The War for Talent’ by McKinsey and Company (Vecchi, 2019). GTM is often used interchangeably with International Human Resource Management (Ariss, 2014).

The integration of GTM and international employee mobility is a key element of MNEs' global talent strategies. As such, expatriates are central to GTM in their role being recognised as agents of coordination and control in MNEs (Collings & Isichei, 2017). Expatriates' role has value in international assignments in developing organisational competence or for individual leadership development (Collings & Isichei, 2017). Research literature argues, though, that the integration of global mobility and GTM has focused largely on organisational objectives in the foreground, while the individual assignee's perspective has largely been backgrounded (Collings & Isichei, 2017).

2.7.1 Expatriates and GTM in MNE subsidiaries

Populations and workforces in the developed and developing countries of the world are becoming increasingly diverse, highly educated and extremely mobile, and thus less restricted by geographic or cultural boundaries (Tarique & Schuler, 2018). In this regard GTM has become imperative for MNEs to develop and sustain a competitive advantage within and across international subsidiaries, regionally and globally (Tarique & Schuler, 2018). For this reasoning there are major challenges and concerns around GTM – managing the shortage or the lack of suitable talent within emerging markets; developing the organisational capability to attract, develop, mobilise and retain the needed supply of valuable talent within emerging as well as developed markets; and linking, transferring, developing and coordinating talent across subsidiaries (Tarique & Schuler, 2018).

In a GTM and expatriate work context, not all expatriates are similar in the work they do and the human capital (such as cross-cultural knowledge, skills, ability and attitude) they bring to the subsidiary. According to Tarique and Schuler (2018), some expatriates have developed, for example, more human capital than others and perform more effectively and efficiently than others. Based on this reasoning, high-talent expatriates are defined as those who are considered as having the most human capital, work in critical or strategic positions in subsidiaries and are expected to provide greater value to the subsidiary (Tarique & Schuler, 2018).

2.7.2 Multilevel framework theory and GTM systems for expatriates

Multilevel framework theory was proposed by Tarique and Schuler (2018) who suggest that to understand how subsidiaries manage expatriates, it becomes important to consider four levels of factors, namely expatriate level (individual level), subsidiary level (business unit), MNE headquarters level (organisational level) and country level (for example national culture and MNE's business strategy). Expatriates (individual level) are nested in subsidiaries (for example business unit), which are nested in MNE corporate HQ (for example the organisational level), which in turn is nested in the country culture.

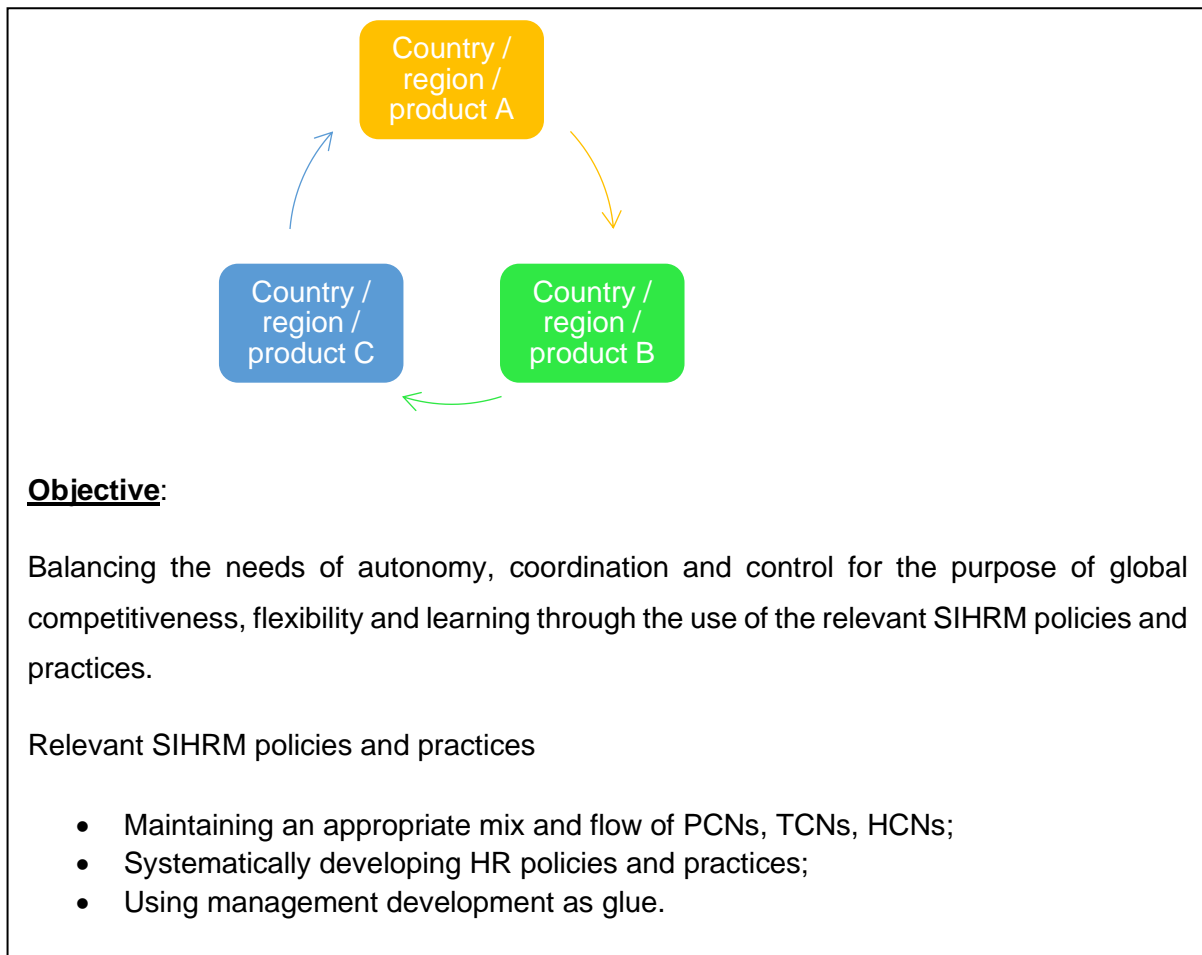
GTM systems in subsidiaries allow the sourcing of new talent, facilitate entry into new countries or markets, enhance learning from one subsidiary to another, transfer knowledge to different parts of the MNE and support the MNE's overall internationalisation process (Tarique & Schuler, 2018). Schuler, Dowling and Cieri (1993) developed a comprehensive framework that describes the role of IHRM in MNEs – a subsidiary IHRM strategy can affect the design of IHRM policies and practices, which in turn can influence the overall effectiveness of the subsidiary. In their integrative framework of strategic international human resource management (SIHRM), Schuler et al. (1993) explain some of the most common concerns and goals of MNEs: global competitiveness, efficiency, local responsiveness (sensitivity), flexibility and organisational learning (and transfer of information).

There are two major strategic components of MNEs that give rise to and influence SIHRM - interunit linkages and internal operations (Schuler et al., 1993). Regarding *internal operations*, in addition to working together, each MNE unit must work within the confines of its local environment, its laws, politics, culture, economy and society (Schuler et al., 1993). Regarding *interunit linkages*, MNEs strive to operate effectively in several different countries. This means that they are interested in how these units are to be differentiated and then how they are to be integrated, controlled and coordinated. Differentiation and integration questions are important because they influence the effectiveness of the firm. The challenge that tends to be associated with selecting from among the several choices and alternatives that exist are differentiating and integrating an MNE (Schuler et al., 1993).

Concerns and goals of MNEs and SIHRM interunit linkages entail aspects such as what is the best way to prepare expatriates for foreign assignments (Schuler et al., 1993). Another aspect, according to Schuler et al. (1993), is the concern relating to key objectives in interunit linkages such as objectives in balancing the needs of variety (diversity), coordination and control for purposes of global competitiveness, flexibility and organisational learning. One of the most influential explanations of an MNE's strategic objectives has been developed by Bartlett and Ghoshal (1992 in Bonache et al., 2001, p. 4). These authors argue that international companies have to pursue three different but complementary objectives: local responsiveness, global integration and innovation and a learning organisation.

In addressing the key objectives of interunit linkage, the SIHRM policies and practices would most directly include determining and maintaining staffing levels that are an appropriate mix and flow of PCNs, TCNs and HCNs or local nationals, developing HR policies and practices that link units but also allow local adaptation and using management development to create shared visions and mindsets to connect interunit linkages (Schuler et al., 1993). Staffing is a major SIHRM practice that MNEs have used to help coordinate and control their global operations (Schuler et al., 1993). Global HR policies need to be developed. The company has a responsibility and strategic interest in developing HR policies that are broad enough and appropriate enough for several local units to adapt to their local environmental and competitive strategy needs (Schuler et al., 1993).

An example of a key objective, along with the relevant SIHRM policies and practices directly influenced, is shown below in Figure 2-2 (Schuler et al., 1993).

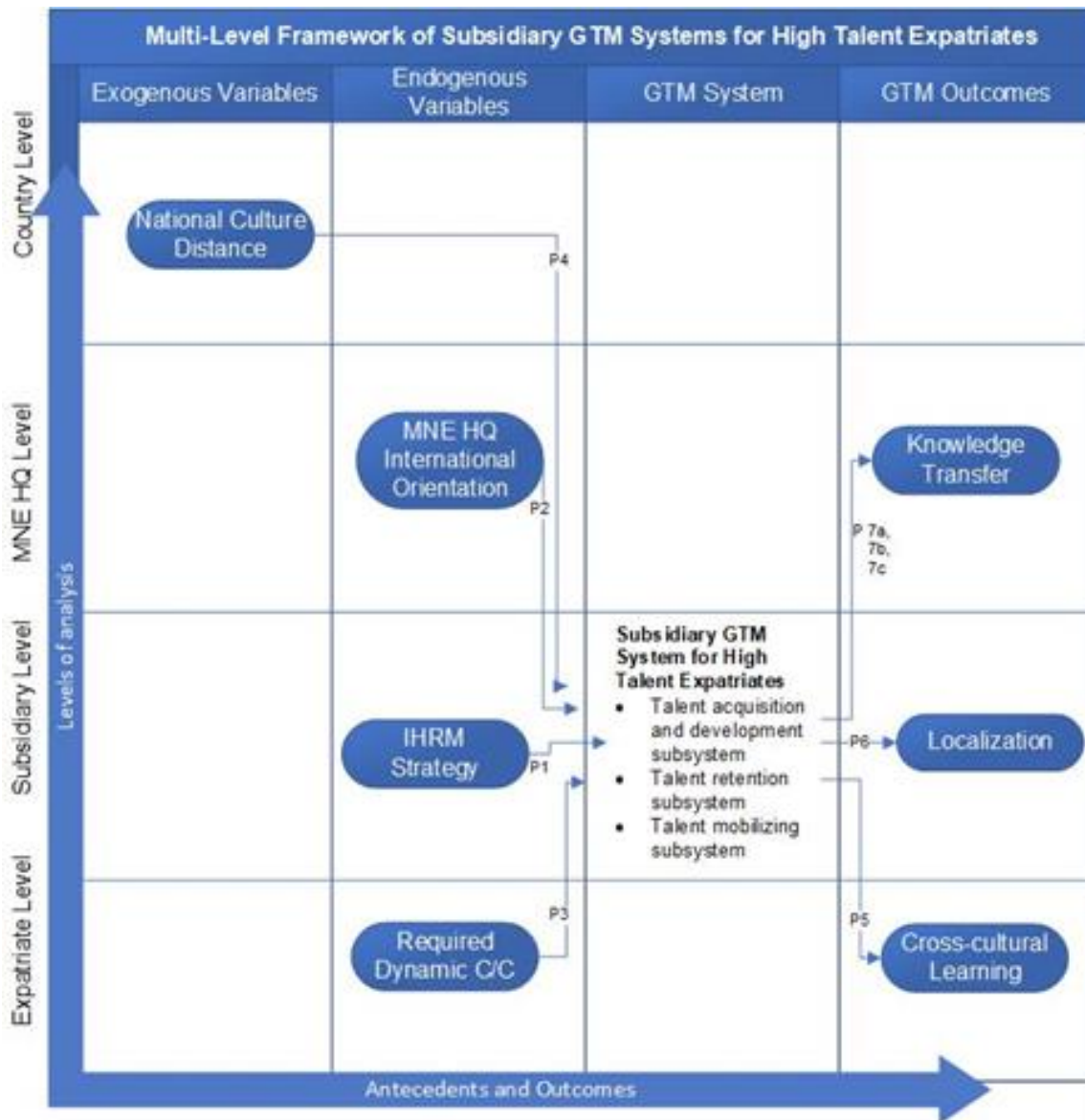
Figure 2-2 SIHRM objectives, policies and practices

Source: Adapted from Schuler et al. (1993)

More recently, the multiple framework has identified and organised relationships between variables both exogenous and endogenous to an MNE. Exogenous variables are external factors that are beyond the control of the MNE, such as national culture distance, economic conditions, political system, legal environment and workforce characteristics (Schuler et al., 1993; Tarique & Schuler, 2018). Endogenous variables in contrast refer to factors that are internal to the MNE, including MNE organisational structure, subsidiary IHRM strategy, MNE HQ's international orientation and expatriate competencies. The frameworks of Schuler et al. (1993) and Tarique and Schuler (2018) are said to be most relevant to GTM systems within and across MNE subsidiaries.

Figure 2-3 below presents the multilevel framework of subsidiary GTM systems for high-talent expatriates in MNEs.

Figure 2-3 Multi-level framework of subsidiary GTM systems for high-talent expatriates



Source: Tarique and Schuler (2018)

The constructs in the multilevel framework (see Figure 2.3) are organised into four levels of analysis (i.e. expatriate level, subsidiary level, MNE HQ level and country level) and four conceptual categories (i.e. exogenous levels, endogenous levels, GTM system and GTM outcomes). *P1* (see Figure 2.3) depicts the causal relationship between the subsidiary IHRM strategy (subsidiary level) and the subsidiary GTM system. The moderating variables from Figure 2.3 above are *P2*, *P3* and *P4* which specify conditions under which the subsidiary IHRM strategy

affects the subsidiary GTM system. *P2* (moderator variable) is the MNE HQ orientation (MNE HQ level); *P3* (moderator level) is the required dynamic cross-cultural competencies (expatriate level); and *P4* is the national culture distance. In terms of the outcomes of the multilevel framework, *P5* (Figure 2.3) is the cross-cultural learning at expatriate level; *P6* is localisation (subsidiary level); and *P7* is knowledge transfer (MNE HQ level). The framework indicates several top-down processes (*P2*, *P4*, *P5*) and several bottom-up processes (*P3*, *P7a* – *P7c* in Figure 2.3), (Tarique & Schuler, 2018).

The main construct in the multilevel framework is the GTM systems. The GTM systems are the specific GTM policies and practices organised and structured to manage expatriates in a subsidiary. For example, in order to support a subsidiary goal of attracting expatriates with leadership development, the recruitment practices should align and work together with employee development practices to attract expatriates who become effective leaders (Tarique & Schuler, 2018). In this regard GTM policies affect expatriation such as increasing expatriate learning, subsidiary (to improve the extent of localisation) and MNE HQ (knowledge transfer from subsidiary to HQ).

The second moderator variable, dynamic cross-culture competencies (dynamic CC, see *P3* in Figure 2.3 above), is referred to as the combination of knowledge, skills, abilities and personality characteristics that can be developed or modified over time and can be acquired through developmental experiences such as expatriate assignments. Examples of CC (Cross-Culture Competencies) include cultural flexibility or adaptation, tolerance for ambiguity, reduced ethnocentrism, cultural intelligence, global mindset and strategic thinking. In a subsidiary GTM system the talent acquisition and development sub-system can provide expatriates with dynamic CC. Many PCNs and TCNs lack dynamic CC or there are few or no available expatriates with CC (Cross-Culture Competencies). Thus a subsidiary may need to both attract expatriates with dynamic CC (Cross-Culture Competencies) and improve the level of dynamic CC (Cross-Culture Competencies) in current expatriates. The GTM system (Figure 2.3) has three outcomes: cross-cultural learning at expatriate level (see *P5*), localisation at subsidiary level (see *P6*) and knowledge transfer at MNE HQ level (see *P7*) (Tarique & Schuler, 2018).

Previous research by Tarique and Schuler (2010) identified major Global Talent Management challenges in the context of International HRM (IHRM) easily getting the right skills in the right numbers to where they are needed, spreading up-to-date knowledge and practices throughout the MNE regardless of where they originate and identifying and developing talent on a global basis.

The multilevel framework was developed for three reasons (Tarique & Schuler, 2018):

- a. It focuses on IHRM policies and practices in an MNE, thus allowing GTM systems to be examined in the context of IHRM.
- b. The framework provides insight into what antecedents may influence GTM systems within and across subsidiaries, and what GTM systems outcomes may be important to include in the framework.
- c. The framework identifies how many levels of analysis may be sufficient or necessary to include for a more comprehensive understanding of GTM systems within and across subsidiaries of MNEs.

2.8 MNE international orientation and staffing: ethnocentric, polycentric, geocentric and regiocentric - PCN, HCN, TCN

Perlmutter (1969) identified three main international orientations (ethnocentric, polycentric and geocentric), which have become the standard way to describe MNC staffing policies (Reiche & Harzing, 2011). A fourth staffing policy (regiocentric) was confirmed by Bornay-Barrachina (2019). The regiocentric approach was identified by Heenan and Perlmutter (1979) as a fourth approach to MNC staffing policy (Reiche & Harzing, 2011).

MNCs with an *ethnocentric* staffing policy would appoint mostly PCNs in top positions at their subsidiaries (Reiche & Harzing, 2011). In this type of policy, the major decisions are made at the headquarters and the foreign subsidiaries would therefore have less autonomy and all the top positions in the host country are covered by expatriates (Bornay-Barrachina, 2019). The business reason for

following an ethnocentric staffing policy is that there is a lack of qualified professionals in the host country (Bornay-Barrachina, 2019).

MNCs following a *polycentric* staffing policy appoint mostly HCNs. This means that top positions are occupied by local employees (Reiche & Harzing, 2011), based on the presumption that the cultures are different and the firm HQ may experience difficulty understanding people in the host country (Bornay-Barrachina, 2019). In a polycentric approach HQ deploys people who are better placed to make decisions about what happens in each location. Based on decision making, HQ considers subsidiaries as independent entities and autonomy is granted to a great extent (Bornay-Barrachina, 2019).

MNCs with a *geocentric* staffing policy typically appoint the best person, regardless of their nationality, and these could include TCNs – nationals of a country other than the MNC's home country and the country of the subsidiary (Reiche & Harzing, 2011). In a geocentric approach management seeks the most suitable person to solve a problem or do a job regardless of their nationality, with the aim being that each business unit (local or global) offers a unique contribution based on a unique competence, and therefore requiring great effort of collaboration between all the units (headquarters and subsidiaries) (Bornay-Barrachina, 2019).

In a *regiocentric* approach, managers are transferred on a regional basis, such as Europe, and thus it forms a mid-way station between a purely polycentric/ethnocentric approach and a truly geocentric approach (Reiche & Harzing, 2011). International vacancies are filled by people whose personal profile fits the specific host region (Bornay-Barrachina, 2019). Staff may move outside their countries but only within the parameters of a particular region, and regional managers are not promoted to headquarter regions (Bornay-Barrachina, 2019). Bornay-Barrachina (2019) cites an example: A US-based organisation can create three different regions, namely Europe, South America and Asia. Managers from Europe can be moved through Europe (from Madrid to Brussels) but will rarely be moved to the Asian region or to the HQ in the US. The staffing policies apply to key positions in MNC subsidiaries only. Though some PCNs or TCNs might still be

found at middle management, MNCs normally appoint host country managers at this and lower levels (Reiche & Harzing, 2011).

2.8.1 Differences between HCNs, PCNs and TCNs

The term 'expatriate' literally means any employee that is working outside their home country, though it is normally reserved for PCNs (and sometimes TCNs) working in foreign subsidiaries of the MNC for a pre-defined period, usually 2-5 years (Reiche & Harzing, 2011). For decisions involving international MNE orientations, HCNs, PCNs and TCNs are not easy and thus a review of the advantages and disadvantages of employing different categories of employees can help to clarify the applicability of distinct selection policies (see Table 2-3 below) (Bornay-Barrachina, 2019).

Table 2-3 Advantages and disadvantages of using HCNs, PCNs and TCNs

	Advantages	Disadvantages
PCNs	<ul style="list-style-type: none"> • Greater control of operations with the subsidiaries. • Familiarity with the goals, aims, policies and practices of the HQ. • Cultural similarity with the HQ, assuring the transfer of business policies. • Greater effectiveness in communication with the HQ. • Higher technical and managerial qualifications. 	<ul style="list-style-type: none"> • High cost. • Problems of family adjustment, especially if partners of managers are unemployed. • Potential difficulties adapting to the foreign language and the social, economic and political-legal environment. • Do not trust the host country employees.
HCNs	<ul style="list-style-type: none"> • Greater knowledge of the local, economic and political conditions. • Lower costs than the use of PCNs. • Provide local employees with promotion opportunities, improving acceptance of the firm in the locality. 	<ul style="list-style-type: none"> • Greater difficulty controlling the operations of the subsidiaries. • Difficulties in transferring specific business policies and practices. • Difficult to balance local demands and international strategies.
TCNs	<ul style="list-style-type: none"> • Ensure the correct balance between technical skills and managerial experience. • Help to develop a reserve of international managers. • Normally involve lower costs than the use of expatriates. 	<ul style="list-style-type: none"> • Represent fewer opportunities for international development for local employees. • Host country's sensitivity to nationals of specific countries.

Source: Adapted from Bornay-Barrachina (2019, p. 182)

2.9 Types and duration of international assignments

It is imperative to understand the different potential categorisations of international assignments to enable both effective management of the processes by HR practitioners and the achievement of successful outcomes for each international assignment (Renshaw, Parry, & Dickmann, 2018). There are six general types of international assignments: long-term assignments, short-term assignments, international commuter, international business traveller, localised transfer and global nomad (Coorens, 2013, p. 17). Below in Table 2-4 is a description of the types of international assignments.

Table 2-4 Types of international assignments

Types of Assignments	Description
Long term	One assignment; return to home country after assignment. 1+ year Home-based contract Accompanied
Short term	One assignment; return to home country after assignment. 1 – 12 months Home-based contract Unaccompanied
International commuter	One assignment; return to home country after assignment. Undefined length of time (often up to 2 years) Home-based contract Unaccompanied
International business traveller	Frequent travel for business purposes; return to home country after each business trip. Undefined length of time Home-based contract Unaccompanied
Localised transfer	One assignment; permanent local status after assignment Indefinite Host-based contract with some centrally arranged benefits. Accompanied
Global nomad	Consecutive assignments Undefined length of time Host-based contract with some centrally arranged benefits. Accompanied

Source: Adapted from Coorens (2013)

2.9.1 Long-term assignments

A long-term assignment (or traditional assignment) or expatriate assignment is described as an assignment where the international manager and their family move to the host country for over a year (or for approximately three years) (Reiche & Harzing, 2011; Coorens, 2013). The assignee returns home after the assignment has ended. Long-term assignees work on a home-based contract, meaning that the employee maintains ties with the home employer via their work contract and a compensation of reference (equivalent to what the employee would have received if they remained in the home location) that will be used as a basis for the calculation of their expatriate package (Coorens, 2013).

2.9.2 Short-term assignments

Alternative forms to the traditional assignment include short-term assignments, international commuters and frequent flyers (Reiche & Harzing, 2011). A short-term assignment has a specified duration, usually less than one year, and the family may or may not accompany the expatriate (Reiche & Harzing, 2011; Coorens, 2013).

Short-term assignments are based on a home-based contract (Coorens, 2013). According to McNulty and Brewster (2019, p. 27), these assignments in practice are generally less than six months – beyond six months in many countries there are problems with compliance such as registration, tax (and to avoid paying tax in two countries), national insurance as well as other fiscal laws. Dickmann, Suutari and Wurtz (2018) point out that there is limited research on this topic and that all available information seems to support the view that these assignments are becoming increasingly popular within companies. The reasons for such trends include improved transportation and communication systems, cost containment initiatives, organisational networks and flexible intra-organisational coordination of global units (Dickmann et al., 2018). These authors contend that the short time scale and replacements for assignees may not be needed and the assignees may thus be able to return to their old jobs. The assignment is sometimes followed by another assignment due to the overall project nature of the work (Dickmann et al., 2018). Short-term assignees typically develop language skills, cross-cultural skills and project management skills (Dickmann et al., 2018). These assignments also offer a possibility to learn about foreign markets, technologies and products. Thus, they are often used as a management development method. Some companies distinguish between generating cultural sensitivity for short-term assignments and deeper cultural understanding for traditional, long-term assignments (Dickmann et al., 2018).

There are various challenges with this type of assignment. According to Dickmann et al. (2018), the assignee being absent from home places an additional burden on the partner and the children and can cause family stress. The work during the assignment may be very intensive and cause many development challenges when working in a new environment, leading to stress and even burnout. The support

and training from the organisation may be quite limited because of the short preparation times and limited length of assignments. This is likely to lead to a lack of depth of the integration of assignees with the local workforce, difficulties in working in cross-cultural teams and inability to adapt to the local culture. If proper replacement arrangements cannot be made at the home unit, there may be an extensive amount of unfinished work waiting at home after repatriation (Dickmann et al., 2018).

Short-term assignments have the advantage of being less costly than long-term expatriation (Duvivier, Peeters, & Harzing, 2019). They reduce the problem of relocating family members to the foreign country, which minimises career disruption. On the negative side, in short-term assignments it can be more difficult to build effective relationships with HCNs than it is for their long-term colleagues. Short-term assignees may also suffer from a disrupted family life and their intensive travel commitments, resulting in levels of stress which can result in poor performance (Duvivier et al., 2019). From a research perspective, Dickmann et al. (2018) note there has not been much research on the management of short-term assignments and the available evidence is typically drawn from qualitative case studies. For example, little is known about how these assignments are staffed, what the selection criteria are, who gets chosen and who the key decision maker in the process is (Dickmann et al., 2018).

International commuters

An international commuter is an employee who commutes from the home country to a workplace in another country, usually on a weekly or bi-weekly basis (for an undefined period of time), while the family remains at home (Reiche & Harzing, 2011). Most companies will not extend assignments beyond two years because of the demands of commuting between the host country and bridge to the home country (Coorens, 2013). Coorens (2013) mentions that since an international commuter is commuting to the host country and not moving, the corresponding contract is home based. According to McNulty and Brewster (2019), the reasons for international commuter assignments include the following:

- The host country is dangerous or insecure and the individual therefore prefers to keep their family in a safer location.
- The employee may have a preference for a particular history or lifestyle – for example, Singaporeans working in mainland China, or people living in Germany and travelling to the Netherlands.
- International commuting can also occur during the regular journey to work and back such as in the European region – leaving from and returning home on a weekly basis, or between Singapore and Australia; or longer term (3- to 4-week arrangements) which are common in the oil and gas industry.

Frequent flyers

A frequent flyer is an employee who undertakes frequent international business trips but does not relocate (Reiche & Harzing, 2011). International business travel, say McNulty and Brewster (2019), is most frequently used and has similar characteristics to international commuting. The difference is that international commuters travel to the same country on a regular basis, whereas frequent flyers frequently travel abroad for a few days to several weeks, often to different countries. Commuters have a regular work scheme whereas business travellers often have irregular work schemes (Reiche & Harzing, 2011). International business travel can be undertaken at short notice and travellers and their families in their home country are less affected (McNulty & Brewster, 2019).

Summary of long- and short-term assignments

Long-term assignments are critical for skills transfer, managerial control and management development (Reiche & Harzing, 2011). In contrast, short-term assignments are used mainly for skills transfer and, to a lesser extent, management development. International commuter assignments are used to resolve family constraints. Frequent flyer assignments are used mainly for managerial control (Reiche & Harzing, 2011). Short- and long-term assignments can also be demand driven or learning driven. According to Reiche and Harzing (2011), traditional expatriate jobs fit mainly into the former category: employees who are dispatched abroad to fix a problem or for reasons of control. On the other hand, a learning-driven assignment is motivated by the idea and objective of individual and/or

organisational learning. Reiche and Harzing (2011) identify four types of expatriate assignments: corporate agency (long-term, demand-driven), problem solving (short-term, demand-driven), competence development (long-term, learning-driven) and career enhancement (short-term, learning-driven).

Global nomad

A global nomad is an employee that moves from one country to another by executing consecutive international assignments (Reiche & Harzing, 2011). Localised transfers are assignees that move to the host country with their family and are hired in the host country for an indefinite period, which at some point leads them to changing to permanent local status (Coorens, 2013). Localised transfer contracts are host-based and even though the assignee is moving permanently, they receive some centrally arranged benefits such as moving assistance (Coorens, 2013).

The different categories of global work are associated with highly distinctive contracts that specify different financial reward levels as well as very different benefits (travel, accommodation, health insurances, support measures) (Dickmann et al., 2018). Whereas short- and long-term assignment policies are typically centrally defined (which ensures a higher degree of equal treatment and fairness), international travellers are often part of international mobility departments, and their higher costs are borne by travel budgets while there are few financial incentives (Dickmann et al., 2018).

2.9.3 Virtual assignments

A virtual assignment is defined as an employee who does not relocate to a host location (or foreign organisational unit) but has international responsibilities for a part of the organisation in another country which they manage from the home country (Welch, Worm, & Fenwick, 2003; Reiche & Harzing, 2011). In the international business literature, the term 'global virtual work' is used interchangeably with 'global work' (Nurmi & Hinds, 2016). Global companies make use of virtual assignments in order to meet the competing needs for decentralisation and global interrelation of work processes, in a more flexible way (Reiche & Harzing, 2011). Due to the continuous growth of global business, an increasing number of

people are taking on roles and responsibilities that reach beyond the domestic work context (Vecchi, 2019).

Virtual team members remain in their geographically and organisationally distant locations but work on a defined project using telecommunications and information technologies. They are dispersed in terms of space in geographical isolation from each other and operate asynchronously in terms of time (Welch et al., 2003). In the virtual assignment, only one member (the virtual assignee) is geographically distant. Virtual teams often remain together for the life of the project, whereas in the virtual assignment context, the work group is real - less transient in form and substance (Welch et al., 2003). It functions in the traditional co-located sense, a "powerful unit of collective performance" (Welch et al., 2003). It has become standard practice for knowledge workers in MNCs to collaborate with co-workers across locations and cultures using advanced communication technology to carry out interdependent tasks (Nurmi & Hinds, 2016, p. 631).

Global virtual work has many positive drivers for MNCs, such as the ability to leverage remote expertise, establish competitive advantage in a dynamic market and realise cost savings (Nurmi & Hinds, 2016). Other studies indicate that rotational assignments and short-term projects abroad serve to enhance collaboration in global virtual teams by allowing members to develop a better shared understanding of their tasks, goals and social norms, and to build stronger social ties and a shared team identity (Caligiuri et al., 2020).

Demographic changes, such as the increasing number of dual career couples and more women seeking equal opportunities to advance their international careers, are affecting the available pool of potential, mobile expatriates (Welch et al., 2003). Nurmi and Hinds (2016) document conflicts with global virtual work which are identified as an absence of trust and miscommunications, frustration and stress associated with distance and different cultural contexts, incompatible ways of working and conflicts among co-workers. They state that the effects of geographic dispersion are decreased job satisfaction and affective commitment, feelings of isolation as well as difficulties in knowledge sharing. Recent studies document other challenges in managing virtual collaborations in MNEs, namely that employees at

headquarters and subsidiaries often compete for interesting tasks and career prospects (Caligiuri et al., 2020).

Based on the above challenges, the design of virtual work can also have positive effects: the distance from co-workers may enhance positive associations between perceived task significance and global workers experience meaningfulness; there is structural diversity in the team design, and rich media and structures that support coordination promote team productivity across geographic and cultural distances (Nurmi & Hinds, 2016). Nurmi and Hinds (2016, p. 636) emphasise the importance of learning beyond the benefits of job complexity. Extensive learning opportunities are a benefit of global virtual work, the complexity and motivational potential of knowledge work may be high, and global work exposes employees to different types of people, unfamiliar experiences and demands that provide more learning opportunities for knowledge workers than does local work (Nurmi & Hinds, 2016).

Rather than prioritising HQ employees, senior MNE managers need to create a “combined career pyramid” which balances the career aspirations of headquarters and subsidiary employees (Caligiuri et al., 2020). This will help to motivate and commit employees at different locations as well as break down collaboration barriers. For example, in offshoring settings, distributing the more attractive tasks and career paths widely across sites may help alleviate HQ employees’ fears of contributing to the “offshoring” of their own jobs (Caligiuri et al., 2020).

2.9.4 Rotational and contractual assignments

In rotational assignments employees commute from the home country to a place of work in another country for a short set period, followed by a holiday in the home country – this is used on oil rigs, for example (Welch et al., 2003). Contractual assignments are used in situations where employees with specific skills vital to an international project are assigned for a limited duration of six to twelve months (Welch et al., 2003).

2.9.5 Localisation

The transfer of company-assigned expatriate employees from balance sheet expatriate contracts to local contracts is an alternative international assignment compensation strategy that is increasingly adopted by global corporations, though mostly adopted by firms in part response to the economic downturn in recent years (Nery-Kjerfve & Wang, 2019). By definition, the localisation of an AE is to hire or transfer employees from traditional long-term balance sheet expatriate contracts to permanent local contracts of indefinite duration, with host companies following their salary structure, labour laws, benefits and pension plans (Nery-Kjerfve & Wang, 2019). The localisation practice on a local contract does not have any of the benefits and perks associated with the traditional full package expatriate contract (Nery-Kjerfve & Wang, 2019). Balance sheet expatriate contracts can be extremely expensive because they often include generous allowances, premiums and benefits, such as housing, education, tax equalisation, cars, travel assistance and mobility premiums (Nery-Kjerfve & Wang, 2019).

Localisation takes place at two distinct moments:

- On the termination of expatriate contracts, mostly long-term expatriate contracts that are three to five years.
- At the onset of the transfer overseas, when employees start their tenure abroad already on a local contract with the host company (Nery-Kjerfve & Wang, 2019). According to Nery-Kjerfve and Wang, surveys conducted by Brookfield Global Relocation Services in 2016 confirmed that 48% of participating MNCs reduced the number of expatriate assignments and replaced them with one-way local transfers; and 50% of firms adopted local transfers in lieu of full package expatriate transfers. The reasons for adopting localisation policies were:
 - the expatriate wanted to move and/or stay in the host country (25%)
 - companies always localised after a certain number of years (24%)
 - cost saving (13%)
 - lack of position at the home organisation (10%).

Even though research indicates the growing popularity of localisation practices in recent years, the literature on localisation is still scarce. The issues resulting from

localisation are continuity of health benefits and pensions, salary structure, adoption and implementation of localisation practices by global corporations, changes in global staffing policies and compensation, and lack of support and preparation for one-way local transfers (Nery-Kjerfve & Wang, 2019).

2.10 Culture

Briscoe and Schuler (2004) state that knowledge about and competency in working with country and company cultures are the most important issues impacting the success of international business activity. They say that culture:

- gives people a sense of who they are, of belonging, of how they should behave;
- provides them with the capacity to adapt to circumstances (because the culture defines the appropriate behaviour in that circumstance) and to transmit this knowledge to succeeding generations (in the case of countries) or to new employees (in the case of organisations);
- affects every aspect of the management process – how people think, solve problems and make decisions (for a country or a firm).

A further aspect of culture is national culture which is defined as values, beliefs and assumptions learned in early childhood that differentiate one group of people from another (Danisman, 2014). HRM policies and practices in a cross-national context are influenced by national culture. Working abroad and culture has a great impact on the success or failure, adjustment, effectiveness, performance and conflict of expatriates (Danisman, 2014).

2.10.1 Cross-culture environment, acclimatisation, adjustment and selection

Acclimatisation in the literature is aligned with cross-cultural adjustment of expatriates and is defined as the degree of comfort or absence of strain associated with living and working in a foreign country (Albrecht, Ones et al., 2018). Cross-cultural adjustment is defined as the culture shock experienced in the process of an individual adjusting to a different culture in a foreign country (Lin, Robbins, & Lin, 2019). Acculturation, adaptation and adjustment are frequently used

interchangeably, but adjustment is more widely used in the expatriate management literature (Albrecht, Ones et al., 2018). Adjustment is the extent to which expatriates successfully cope with the nuances of their new environment (Feitosa, Kreutzer, Kramperth, Kramer, & Salas, 2014, p. 135). Expatriates go through an emotional cycle low between six and twelve months after starting an assignment (Raghavendra & Shetty, 2018). There is little empirical evidence on how expatriate adjustment unfolds, but it is generally assumed that adjustment develops over time (Albrecht, Ones et al., 2018). A study based on 47 male expatriates and a control group of 37 non-moving employees found the strongest increase in perceived job demands and stress reactions during the first two years of the assignment. Two years into the assignment, perceived job demands decreased and were compatible to those in the control group (Albrecht, Ones et al., 2018). Similarly, Lin et al. (2019) observe that at the beginning and during expatriation, an individual is anxious about an unfamiliar environment and experiences physical and spiritual stress. Self-adjustment reinforces the spiritual comfort of an expatriate being respected and trusted. An expatriate with better adjustment deals more easily with contradiction, emotional depression and loneliness (Lin et al., 2019). Bussin et al. (2015) report that between 70% and 90% of expatriates on long-term assignments are accompanied by a spouse and minor children. The issues that expatriate families experience in a host country significantly increase the risk of an assignment being successful (Nienaber, Trompetter, & Bussin, 2015):

- New country: adjustment issue for spouse, insecurity adjustment issues for children.
- New community: spouse adjustment to new community, loneliness adjustment with children.
- New language: identity crisis for children.
- New customs: visibility issues with children.
- New school systems: conflicting values for children.
- Spouse: new job status.
- Children - unresolved grief adjustment issues.
- Spouse: new personal status (or lack thereof).

During expatriate assignments, adaptation to a new culture is a success factor and sociocultural environments of the host country strongly influence expatriation. Expatriates should learn not only how to adjust to new working conditions, but also about interacting with the culture of a new country (Danisman, 2014). Cultural adjustment and intercultural effectiveness strongly influence international managerial issues, such as organisational success in a local firm, assignment completion, cost of expatriation, and repatriation. Therefore, employees assigned to work in another country need to prepare by learning about that country's culture before expatriation (Danisman, 2014). In a conceptual study done in 2014 the research findings identified cultural intelligence, learning goal orientation, technical knowledge, skills, attributes and other competencies necessary to do the tasks required in a given position in an organisation and language skills to be the most significant antecedents of expatriate adjustment (Feitosa et al., 2014). It was also found that environmental factors such as organisational, family and interpersonal support play an important role in the adjustment process. A quantitative study used regression analysis on a sample of 175 expatriates in Korea and showed that job satisfaction increases as perceived organisational support exceeds expatriates' need for organisational information (Stoermer, Haslberger, Froese & Kraeh, 2018, p. 857). Job satisfaction increases as expatriates' cultural skills exceed workplace social exclusion (Stoermer et al., 2018). Training factors (in terms of content, process and elements) can further facilitate learning and adjustment (Feitosa et al., 2014).

Feitosa et al. (2014) maintain that as per the best practice approach, organisations should select employees who score high on all dimensions of cultural intelligence, have high learning goal orientation, have technical knowledge, skills, attributes and other competencies and a working knowledge of the host country. Cultural intelligence suggests a learner's capacity to acquire, retain and interpret various types of information and experiences (Feitosa et al., 2014). Cultural skills, a facet of cultural intelligence, are an important set of abilities for coping with social exclusion at work during expatriation. They capture the behavioural component of cultural intelligence and relate to expatriates' effectiveness in social interactions with locals (Stoermer et al., 2018). For example, expatriates with high cultural skills are expected to learn quickly from social interaction experiences in the host country, to

effectively adapt their behaviour to the different cultural context and to successfully relate to culturally dissimilar others (Stoermer et al., 2018). The link found between metacognitive and cognitive cultural intelligence is that it relates to cultural judgement and decision-making, whereas behavioural and cognitive cultural intelligence are related to task performance, and behavioural cultural intelligence is linked to adaptation (Feitosa et al., 2014). The predictor of overall adjustment from Feitosa et al.'s research is motivational cultural intelligence. Together, explain Feitosa et al. (2014), the different dimensions yield positive psychological and sociocultural outcomes.

Learning goal orientation in the literature is linked to performance goal orientation, which means that individuals with high learning goal orientation are more receptive to training and development and more willing to learn from experience (Feitosa et al., 2014). Expatriates with learning goal orientation have the capability to self-manage and are thus able to resolve feelings of dissatisfaction that may be experienced in an unfamiliar environment (Feitosa et al., 2014). New skills can be acquired, reducing the time needed for expatriates to feel adjusted to the new culture and increasing job performance, resulting in psychological adjustment.

If the employee has already acquired the technical knowledge, skills, abilities and other competencies of the job, more time can be dedicated to cross-cultural skills. Being able to perform well and learning new skills enable expatriates to properly interact with locals, thereby increasing sociocultural adjustment which allows for gradual adaptation to the new environment (Feitosa et al., 2014).

2.10.2 Theories guiding cultural adjustment processes

Lee (2006) refers to three theories that have guided research on expatriate adjustment: Lysgaard's U-curve theory of adjustment (1955), Mendenhall and Oddou's dimensions of cross-cultural acculturation (1985) and Black, Mendenhall and Oddou's integration of multiple theoretical perspectives (1991).

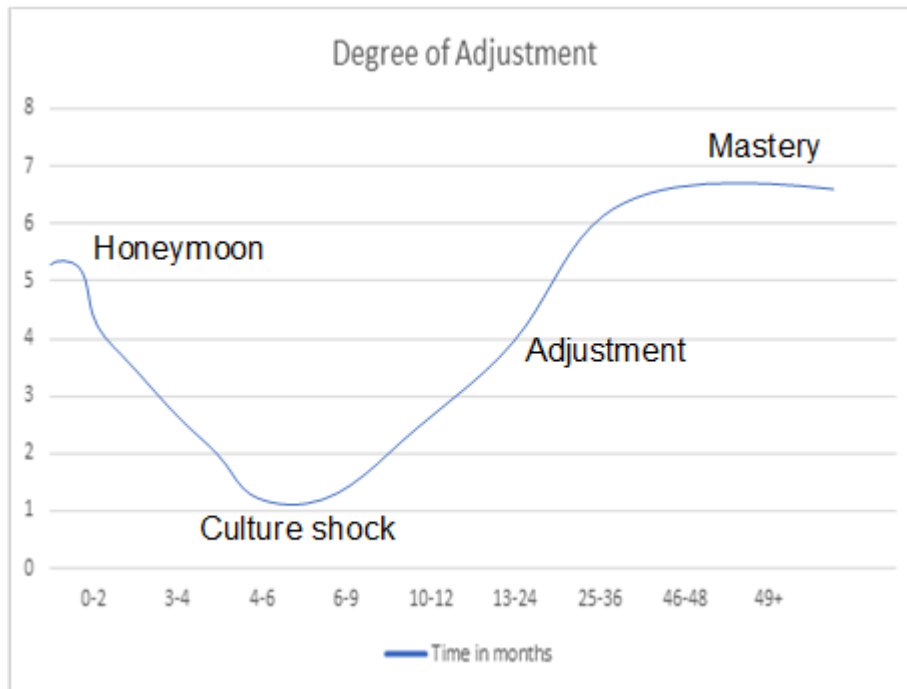
U-curve theory of adjustment (UCT)

This has been used to describe the cross-cultural adjustment process of expatriates within a host culture (Lee, 2006). Lee explains that there are four phases of adjustment to UCT theory - the honeymoon phase, the culture shock phase, the adjustment phase and the mastery phase. In the honeymoon phase (plotted as a high point on the U-curve chart in Figure 2-4), the first week in the host country in a new culture is exciting for the expatriate. Next, the culture shock phase begins as the individual must cope on a day-to-day basis. This phase is characterised by frustration and hostility towards the host nation and its people. Cultural *faux pas* are made – irritation being experienced with the unfamiliarity both inside and outside the workplace (Nundlall, 2015). Phase 3 is the adjustment phase where the individual gradually adapts to the new norms and values of the host country and more appropriately. In the mastery phase the individual starts to cope effectively in the new culture (Lee, 2006).

The adjustment phase is typically from 10 months into the assignment; the anticipation of returning home after a 12-month assignment could also support the employee in adjusting during the last few months (Nundlall, 2015). People generally reach the mastery phase after 24 months in the new location and are ready to localise in the host environment, return home or move on to the next assignment (Nundlall, 2015).

Figure 2-4 U-curve of cross-culture below shows the four phases of adjustment in the U-curve of cross-cultural adjustment (Lee, 2006; Nundlall, 2015, p. 72).

Figure 2-4 U-curve of cross-culture



Source: Adapted from Lee (2006) and Nundlall (2015, p. 72)

Dimensions of expatriate adjustment

According to Lee (2006), empirically in the adjustment of expatriate managers four dimensions are related to successful expatriate acculturation: self-orientation, others orientation, perceptual skills and cultural toughness.

Integration of multiple theoretical perspectives

Five dimensions form the components in the cross-cultural process: pre-departure training, previous overseas experience, organisational selection mechanisms, individual skills and non-work factors (Lee, 2006).

2.10.3 Country level culture and organisational culture

Culture strongly influences the institutional and managerial practices in different regions and countries (Danisman, 2014). Earlier studies on culture and organisations have found that the subculture of an organisation reflects national culture, professional subculture and the organisation's own history (Hosftede, 1980).

From an organisational stance, expatriate assignments consist of four aspects: selection, preparation, management and repatriation (Danisman, 2014). Pre-departure preparation has a cultural side. Preparation for the culture of the host country can be achieved with continuous support from the employer to the employees throughout their assignment. However, professional and institutional preparation for the culture of a new home country is not common. Individuals who are assigned for expatriation need to prepare through their own interest and effort, but their opportunities are restricted to research on the host culture that they are able to perform themselves. As a rule, the employing company does not give the advice (Danisman, 2014).

Trompenaars identifies five distinct cultural factors into which countries could be categorised (Briscoe & Schuler, 2004):

- Universal versus particular (emphasis on rules versus relationships).
- Collectivism versus individualism.
- Range of emotions expressed (neutral versus emotional).
- Range of involvement with other people (diffuse versus specific).
- Method of according status to other people (based on achievement or ascription).

In the words of Trompenaars, these five value orientations “*greatly influence ways of doing business and managing, as well as our responses in the face of moral dilemmas. Our relative position along these dimensions guides our beliefs and actions through life*” (Briscoe & Schuler, 2004).

Hofstede (2011) later categorised country level culture into six dimensions:

1. Power distance related to the different solutions to the basic problem of human inequality.
2. Uncertainty avoidance related to the level of stress in a society in the face of an unknown future.
3. Individualism versus collectivism, related to the integration of individuals into primary groups.
4. Masculinity versus femininity, related to the division of emotional roles between women and men.

5. Long- versus short-term orientation, related to the choice of focus for people's efforts: the future or the present and past.
6. Indulgence versus restraint, related to the gratification versus control of basic human desires in enjoying life.

National cultures have also been researched and cultural groupings in the following cultures have been found (Briscoe & Schuler, 2004):

- Anglo: Australia, Canada, Ireland, New Zealand, South Africa, United Kingdom,
- United States
- Arab: Abu-Dhabi, Bahrain, Kuwait, Oman, Saudi Arabia, United Arab Emirates
- Far Eastern: Hong Kong, China, Indonesia, Malaysia, Philippines, Singapore,
- South Vietnam, Taiwan, Thailand
- Germanic: Austria, Germany, Switzerland
- Latin American: Argentina, Chile, Colombia, Mexico, Peru, Venezuela
- Latin European: Belgium, France, Italy, Portugal, Spain
- Near Eastern: Greece, Iran, Turkey
- Nordic: Denmark, Finland, Norway, Sweden
- Independent: Brazil, India, Israel, Japan, South Korea

Understanding certain country characteristics can provide some guidance to HR managers as they structure policies and practices in foreign operations and activities (Briscoe & Schuler, 2004). At a minimum, these studies provide support for decentralising many aspects of organisational structure and management and offer a suggestion for creating regional divisions for managing at least some aspects of the highly complex multinational firm (Briscoe & Schuler, 2004).

At a generalised level and culture, Briscoe and Schuler (2004) explain that managers and employees involved in international business need to gain knowledge and awareness of the underlying values and norms, beliefs and attitudes, and motivations that create the specific behaviours that are observed:

- Time/relationship cluster: attitudes toward time and time sensitivity; relationships (both their importance and the appropriate behaviours for developing and maintaining them); communication and language.
- Power cluster: hierarchy; status attainment; physical space at work; importance of work.
- Social interdependence cluster: group dependence; diversity receptivity; change tolerance.
- Social interaction: degree of formality; dress and appearance; food and eating habits; greetings (kiss, bow, or shake hands); gift giving; physical touching (such as same gender holding hands or embracing).

2.11 Knowledge transfer

Knowledge transfer is described as the data, information, ideas, rules, procedures, intuition, experiences and models developed over time that influence behaviour and decisions (Shao & Ariss, 2020). It is the movement of knowledge between different units or organisations (Duvivier, Peeters, & Harzing, 2019). The knowledge-based view is a broadening of the resource-based view in that knowledge is viewed as the most important strategic resource for companies and employees as sources of knowledge and capabilities to transfer knowledge in support of company business development and company goals (Shao & Ariss, 2020). One of the main sources of competitive advantage in MNCs is the possibility to develop knowledge in one location and utilise it in another location (Bennerhed & Kassabian, 2019, p. 8). Issues from the quality of interaction channels significantly affect knowledge flows and therefore it is important to establish processes and practices that encourage continuous communication between subsidiaries and headquarters so as to shape and define roles (Bennerhed & Kassabian, 2019).

Knowledge is divided into tacit and explicit knowledge (Shao & Ariss, 2020; Bonache & Brewster, 2001). Tacit knowledge was first identified by Polanyi (1962) to indicate knowledge that cannot be articulated and codified easily and therefore has both technical and cognitive elements (Shao & Ariss, 2020). The cognitive elements are the working/mental models created by individuals to generate understanding of the external environment. Tacit knowledge is deeply rooted in an

individual's experience and is only revealed through its application, for example training methods involved in "following the experienced employee" (Bonache & Brewster, 2001). Explicit knowledge is knowledge that can easily be codified and is independent of individuals (Shao & Ariss, 2020). Being codified means that explicit knowledge exists in the physical form of manuals, documents, procedures and videos (Shao & Ariss, 2020) as well as expressed in words and numbers and increasingly supplemented by real-time information technology (Bonache & Brewster, 2001).

Research findings of Bonache and Brewster (2001) show that a great deal of knowledge transferred between subsidiary units is not explicit but tacit (an example from their case study was the capacity of the bank managers and employees to launch a new product). Another interesting finding from their research is that the transfer of knowledge often requires international assignments to involve the transfer of teams and not just individual managers.

2.11.1 Facilitating knowledge transfer through expatriates

Expatriate employees are argued to be a major source of knowledge and expertise among global companies. Their circulation among subsidiary offices can potentially transfer, absorb and circulate organisational knowledge between offices, thus enhancing learning and expertise at overseas offices during the assignment, and also at the HQ office after termination of the international assignment (Kjerfve & McLean, 2014). Expatriates now play a significant role in developing employees' capabilities at subsidiary level and transferring skills from HQ (Bennerhed & Kassabian, 2019). In addition, knowledge transfer increases a subsidiary's commitment towards HQ objectives, developing trust, improving employees' individual capacity, implementing knowledge-enhancing activities and transferring best practices (Bennerhed & Kassabian, 2019).

2.11.2 International assignments and knowledge transfer

International assignees are an important source of knowledge transfer within MNCs as they are able to translate culturally instilled knowledge from one context to another (Schuster, Holtbrügge, & Engelhard, 2019). Although MNCs are highly

focused on HQ expatriates who transfer knowledge to foreign subsidiaries, they have increasingly recognised the importance of knowledge creation capabilities of their foreign subsidiaries. To withstand the hyper-competitive nature of global markets, MNCs have progressively introduced alternative staffing options (including flexpatriation, international business travel, virtual work and inpatriation) (Schuster et al., 2019). Inpatriation – where HCNs from an MNC’s foreign subsidiary are sent to HQ for a period usually not longer than 18 months – is suggested by Duvivier et al. (2019) to be a good alternative. Typically, inpatriates are sent to HQ to absorb both knowledge of the organisational culture and specific skills to take back to the subsidiary, or to bring knowledge of the subsidiary’s problems and opportunities to HQ. Inpatriates play a dual role in knowledge transfer. They share knowledge of their host country environment with HQ staff, but also transfer knowledge from HQ to the subsidiary on completion of their HQ posting, as HCNs are likely to value the knowledge of inpatriates. Training HCNs at HQ instead of sending expatriates to the subsidiary is thus becoming increasingly common. Inpatriates develop social relationships with HQ staff which can be very valuable when they return home. Since inpatriates’ assignments tend to be shorter than those of long-term expatriates, relocation and repatriation costs are also kept to a minimum (Duvivier et al., 2019). Inpatriation assignees are recruited from MNCs’ subsidiaries or other third countries to work in HQ locations over varying timeframes for various purposes and at varying levels of management (Schuster et al., 2019).

The hierarchical nature of knowledge needs to justify different types of expatriates (Bonache & Brewster, 2001). In this sense some knowledge is concrete and therefore involves performing a certain task, whereas other knowledge involves the integration of different types of expertise (Bonache & Brewster, 2001). Complex knowledge is difficult to transfer and the transfer process requires more time (Bonache & Brewster, 2001). With relevance to international assignments and knowledge transfer, by directly engaging with subsidiary employees, these type of expatriates are able to develop trust and shared cognitive ground which facilitates the transfer of tacit knowledge (Duvivier et al., 2019). Long-term expatriates also help translate knowledge to make it relevant to the new context. Challenges are, for example, difficulty adjusting to the host country environment, inadequate selection criteria and poor training (Duvivier et al., 2019). As such, the absorptive

capacity of HCNs depends on the capacity, motivation and willingness to share information.

2.11.3 Absorptive capacity

Absorptive capacity refers to the ability of a firm “to recognize the value of new, external information, assimilate it and apply to its commercial ends. This capability is largely dependent on the firm’s level of prior related knowledge” (Aschkenazi, 2016, p. 143). Prior knowledge allows the assimilation and exploitation of new knowledge or some portion of prior knowledge to connect to the new knowledge and facilitate assimilation (Aschkenazi, 2016). The seminal article by Cohen and Levinthal (1990) on absorptive capacity deals with its vital role for business performance, organisational learning and knowledge management and a firm’s innovation performance from diverse environments (Yildiz, Murtic, Zander, & Richtner, 2019).

In the relationship between absorptive capacity and expatriate management, the expatriate manager is the link in the firm’s subunits and at the boundaries between the firm and the external environment (Aschkenazi, 2016). This is mainly because this executive possesses the knowledge of the firm in their field of specialisation, has the ability to transfer knowledge and fills an important role in the network; therefore they permit the application and assimilation of new knowledge. Absorptive capacity can be developed over time as a result of specific routines and practices (Aschkenazi, 2016).

2.11.4 Absorptive capacity and motivation-ability-opportunity (MOA)

Absorptive capacity consists of two aspects: ability and motivation (Bennerhed & Kassabian, 2019).

The ability aspect is influenced by training and performance appraisal, whereas the motivational aspect is influenced by internal communication and performance-based compensation (Bennerhed & Kassabian, 2019). Motivation level and absorptive capacity depend on the individual’s type of work motivation in terms of intrinsic and extrinsic motivation (Yildiz et al., 2019). Yildiz et al. (2019) explain that

intrinsically motivated individuals score high on learning performance. Intrinsic motivation is seen as the “motivational instantiation of the proactive, growth-oriented nature of human beings [which] is the natural basis for learning and development”. However, the high degree of ambiguity and uncertainty in exploratory learning processes might not yield clearly measurable outcomes for any given degree of effort (Yildiz et al., 2019). The individual’s intrinsic and autonomous motivation leads to higher levels of effort, perseverance and persistence, which are important to sustain the required skills for absorption of new knowledge against hurdles such as ambiguity and uncertainty (Yildiz et al., 2019). Extrinsic motivation is linked to material rewards and explicit recognition. Extrinsically motivated individuals are more likely to respond to pressure from external regulations and/or self-imposed pressure. In response, these individuals put their efforts to external mandates and incentives, which “often leads to put in only the minimum required effort, focus on short-term gains, and take the easiest route to attain the externally defined end” (Yaldiz et al., 2019).

Ability and absorptive capacity

Ability in terms of absorptive capacity refers to the skills, capabilities, experience and knowledge required to absorb new knowledge (Yildiz et al., 2019). The level of education (and prior educational background) and job-related skills (such as vocational experience and on-the-job training) emphasise the ability and the aspiration level within the organisation and impact employee motivation (Bennerhed & Kassabian, 2019; Yildiz et al., 2019). In essence, ability represents an individual’s own perceived mastery, understanding and knowledge which increase their competence and eventual performance (Yildiz et al., 2019). Yildiz et al. predict a positive relationship between ability and absorption capacity but state that accumulated knowledge and past experience might not always lead to high absorptive capacity.

2.11.5 Opportunity and absorptive capacity

Opportunity in terms of absorptive capacity refers to the environmental and contextual elements that could enable certain actions (Yildiz et al., 2019). In MNCs, the work environment can be shaped subsequently through opportunities for skills

development through the nature and context of overseas assignments with specific focus on long-term phenomena of expatriation (Yildiz et al., 2019). For example, employees learn new ways and methods of doing business and develop professional and personal skills. Expatriate employees and international assignees are used extensively to transfer both explicit and tacit knowledge across the different subsidiaries of the MNC (Yildiz et al., 2019).

2.11.6 Disseminative capacity

Disseminative capacity is dependent on the sender's ability and willingness to share knowledge with the receiver (Bennerhed & Kassabian, 2019). Minbaeva and Michailova (2004) note several factors that could influence knowledge-sharing behaviour, particularly of knowledge senders: Trust positively predicts knowledge sharing between subsidiary work units. A feeling of obligation to share knowledge is positively related to the knowledge-sharing behaviour of individuals. Norms that encourage open exchanges of knowledge among organisational members will lead to a greater degree of knowledge sharing. A strong sense of group identity influences individual knowledge-sharing behaviour. Individuals will likely share their knowledge if they perceive a clear benefit (reward) for doing so. In this light the sender's belief that the receiver has the necessary skills and competencies to absorb the knowledge will influence the willingness positively as the sender considers the knowledge worth sharing (Bennerhed & Kassabian, 2019). Minbaeva and Michailova (2004) mention that the perceived cost of sharing knowledge is positively associated with the knowledge-sharing behaviour of individuals.

By contrast, Bennerhed and Kassabian (2019, p. 14) point out that psychological and sociological aspects could negatively influence the willingness to share knowledge: lack of trust between the knowledge sender and receiver, in particular, influences the transfer negatively, as does the lack of obligation to share knowledge. The decision not to share is individual, and often rational and well justified from the perspective of the knowledge sender (although usually preferred and desired from an organisational perspective) (Minbaeva & Michailova, 2004). Minbaeva and Michailova (2004) outline six reasons for knowledge senders' hostility to sharing their knowledge:

1. Potential loss of value, bargaining power and protection of individual competitive advantage due to a strong feeling of personal ownership of the accumulated, “hard won” knowledge.
2. Reluctance to spend time on knowledge sharing. Knowledge senders may not be interested in knowledge sharing since the time and resources spent on it could be invested in activities that are more productive for the individual.
3. Fear of hosting “knowledge parasites”. Knowledge senders may be reluctant to share their knowledge with someone who has invested less or no effort in their own development.
4. Avoidance of exposure. By not sharing knowledge, individuals protect themselves against external assessment of the quality of their knowledge.
5. Strategy against uncertainty. Due to the uncertainty regarding how the knowledge receiver will perceive and interpret shared knowledge, knowledge senders may be highly cautious about revealing the relevant knowledge.
6. High respect for hierarchy and formal power. Knowledge senders may be reluctant to share crucial knowledge for fear of losing a position of privilege and superiority.

Minbaeva and Michailova (2004) found that while knowledge senders’ ability to transfer knowledge has a strong positive effect on the degree of knowledge transfer, the effect of the knowledge senders’ willingness is not significant. The hypothesised link between senders’ willingness and knowledge transfer, which the results did not show to be of substantive significance, may nevertheless be a highly significant relationship (Minbaeva & Michailova, 2004). The need for knowledge transfer is the highest for long-term assignments and the lowest for frequent flyers. Minbaeva and Michailova’s study suggests that expatriates’ willingness to transfer knowledge can be enhanced by the employment of long-term expatriation assignments, and expatriates’ ability to transfer knowledge may be increased through their involvement in temporary assignments, such as short-term assignments, frequent flyer arrangements and international commuting.

2.12 Organisational support for expatriates

Research contends that support for expatriates is crucial for the success of international assignments (Tilli, 2013, p. 16). Companies acknowledge the support for long-term assignments. However, Tilli (2013) found a lack of HR support in other types of international assignments. Despite the increase in the number of short-term expatriate assignments, there appears to be a lack of empirical studies to support the literature (Salleha & Koh, 2013). Recent research also similarly indicates that short-term assignees generally appear not to be provided with similar support and benefits (Conroy, McDonnell, & Holzleitner, 2018). Expatriates need support throughout the international assignments unless they are meant to be localised in the host country after the assignment (Tilli, 2013). In addition, prior international experience causes expatriates to put more importance on those support activities which they received before than first-time expatriates (Tilli, 2013).

Earlier studies show that failure in expatriation can sometimes be traced to a lack of communication (Avril & Magnini, 2007). Communication between the home office and the expatriate can be seen as a valuable key for successful expatriation since it is a means of maintaining high levels of expatriate motivation (Avril & Magnini, 2007). In addition, the link between open communication and motivation exists because communication is a form of procedural justice; therefore it is the expatriate's perceptions of corporate justice that drive their motivation.

More recently, relating to short-term assignees, Conroy et al. (2018) point out that a critical challenge that scholars and practitioners have to date failed to address is how organisational practices and initiatives are created and developed to cater for the growing rise in these assignees. The major concern for short-term assignees which traditional expatriates do not face is the lack of a protracted acculturation process and they are therefore faced with the unique problem of rapid adjustment. It has been argued that a lack of significant pre-departure cross-cultural training, or increased local and family support while on assignment, may impact the effectiveness of the short-term assignment (Conroy et al., 2018).

Various types of organisational support covering areas of compensation, career, company policies, everyday adjustment and training have been identified as the main reasons for leaving an assignment early (Larsen & Edwards, 2019). Other earlier studies on organisational support for expatriates argue that although a well-structured training programme goes a long way in demonstrating organisational support, several other factors such as open communication channels, proper performance measures and appropriate financial incentives also foster a sense of organisational support (Avril & Magnini, 2007).

Expatriate support is also linked to repatriation (also termed integration or reintegration), which does not mean the end of the global assignment, but highlights the importance of more organisational support after the assignment (Coorens, 2013). According to Coorens (2013), international assignments consist of three broadly defined phases: before, during and after. The global assignment cycle specifies these phases as selection and preparation, actual assignment, and repatriation. Repatriation (utilised with expatriation) can be used for most other types of assignments since the majority of assignees (though not always to the same extent) have to be reintegrated after the assignment is completed (Coorens, 2013).

Another aspect of organisational support is social support which has been shown to positively influence well-being in general, mitigate perceived stressors and moderate the stressor–strain relationship (Albrecht, Ones et al., 2018). Research typically specifies the source providing the support (e.g. friends, family, colleagues, supervisors). Albrecht, Ones et al. (2018) indicate that instrumental support, that is, dealing with practical problems and issues in the host country such as understanding the culture, language, or official rules and regulations, is provided more frequently by others in the host country. Socio-emotional support, that is, providing comfort when sojourners are lonely or depressed, or wish to share good and bad times, are more frequently provided by people overseas with whom individuals hold deeper and more meaningful relationships (Albrecht, Ones et al., 2018).

Perceived organisational support, organisation career support, and mentoring and coaching are part of organisational support.

2.12.1 Perceived organisational support

Perceived organisational support plays a critical role in employees' organisational commitment, work engagement, performance and retention (Xie, 2020). Within an MNC context, it is even more essential for overseas employees than for domestic employees in a complicated cross-cultural environment. In Xie's study (2020), all the participants confirmed that perceived organisational support was one of the most critical factors to help them adjust properly to be functional in cross-cultural contexts and to ensure they could carry out the international assignments. Previous research findings have also indicated that this type of support has a significant impact on expatriates' affective commitment, which in turn links to intentions to stay with the international assignment (Liu, 2009).

Perceived organisational support reflects the quality of the employee-organisation relationship by measuring the extent to which employees believe that their organisation values their contributions and cares about their welfare (Liu, 2009). According to Liu (2009), employees develop this perception through assessing their working conditions, organisational rewards, support received from supervisors and procedural justice. From the perspective of expatriates, spousal assistance, compensation plans, cross-cultural training, social and logistic support and career pathing determine their perception of organisational support. The nature and extent of perceived organisational support has been examined in the literature in terms of the linkage with employees' job performance, organisational citizenship behaviour, psychological contract violation and employee-organisation relationship, as well as work attitudes such as organisational commitment, intention to leave and job satisfaction (Liu, 2009).

2.12.2 Organisational career support

The career support provided by an organisation (such as career planning, being kept well-informed) before and upon return to the home country is an important

consideration because of the gap between its importance to the expatriate and the experience many receive (Larsen & Edwards, 2019). Employees accepting a foreign assignment often expect to gain career development and advancement as a result (Larsen & Edwards, 2019). The reality, though, of what has been documented is frustration and few opportunities to actually utilise the knowledge and skills gained in the foreign assignment, resulting in high levels of turnover for returned assignees (Larsen & Edwards, 2019; Nicks, 2016).

Organisational career support and subsequent expectations are an important part of job satisfaction and can promote retention if the goals of the organisation and expatriates are clear (Nicks, 2016). Organisational career support, as stated by Nicks (2016), indicates the value placed on assignments and the expatriate, and also signals to the repatriate that their assignment is valued and allows them to develop their human capital and readjust to their new surroundings. This type of support focuses on coping strategies, career path planning, networking activities, coaching, establishing mentors and managing expectations (Nicks, 2016). Support should be given to meet the individual expatriate's need upon return and not be standardised. Well-designed support shows expatriates that they are valued and this increases retention efforts (Nicks, 2016).

2.12.3 Mentoring and coaching

A mentor is someone a person learns from (Tilli, 2013). They provide the expatriate with information and expectations of the organisation. For example, the mentor will provide representation and liaison services, and provide the expatriate with options, advice and skills analysis (Tilli, 2013). A coach is someone a person learns with and helps the performer do more, for example a coach helps an expatriate to achieve during their international assignment (Tilli, 2013).

Mentors are an important support and valuable tool for expatriates to utilise during and after the assignment is complete. They can assist organisations in the readjustment process by training expatriates and counselling them upon return (Nicks, 2016). During an international assignment, expatriates face many difficulties, including cultural differences. According to Tilli (2013), many of these

problems can be overcome with the help of a coach who can discuss the issues with the expatriate. Even in uncoachable situations a coach can aid by asking questions of the expatriate that would facilitate the expatriate's motivation to take steps to solving the problem (Tilli, 2013).

Coaching has been recommended as a suitable development intervention for expatriates (Salomaa & Makela, 2017). Only a few empirical studies on expatriate coaching have been done. They have shown that executive coaching is an intervention that facilitates expatriates' acculturation and helps them to deal with intercultural differences and departure uncertainty, as well as the repatriation process (Salomaa & Makela, 2017). Coaching has been positively reported to increase expatriates' emotional intelligence capabilities of self-awareness, emotional control, communication strategies, self-reflection and empathy, effectiveness and performance (Salomaa & Makela, 2017). It is noteworthy that research on digital coaching is limited and many coaches confuse "digital" with using a virtual room or online communication platform, such as Google Meet or Skype (Weinberger, 2019). From the perspective of expatriates, the digital coaching option provides flexibility and a chance to deliver support at any time. It also gives the possibility to automate certain touch points between the coach and the expatriate (Weinberger, 2019).

2.13 Employer value proposition

The employer value proposition informs current and potential employees about what they can expect from a company that they (wish to) work for (Relocate Editorial, 2018). It conveys the company's values, what it stands for and why employees proudly choose to work for it, and it may include things such as an inspiring vision and a unique and distinctive culture (Relocate Editorial, 2018).

Hermans (2020) suggests that incorporating the prospect of an overseas assignment into the organisation's employer value proposition serves as a powerful brand asset that can enhance the employee experience. Compelling reasons for

employees to join and remain in organisations include promising career opportunities, pleasant work environment and conditions, desirable location and desire to travel and work internationally with their employers (Relocate Editorial, 2018). This simple shift would enable a view of global mobility as providing a relevant employee experience that can attract and retain the most valuable assets (Hermans, 2020). The prospect of a well-curated series of overseas growth opportunities that are rich with both challenging and impressive employer branding opportunities is compelling and will lead to more efficient hiring both internally and externally (Hermans, 2020). Highly motivated employees demand global experience as part of their overall employer value proposition (Hermans, 2020). In this regard, a global mobility opportunity is an important step in a person’s career development as it provides the chance to enhance their résumé by acquiring and developing skills in a new location, which potentially contributes to marketability (Sante Fe Relocation White Paper, 2019). It is also a life-enriching experience that will enhance cultural literacy, expand professional networks, facilitate the mastery of foreign languages and broaden a person’s perspective. There is growing acknowledgement that the most promising future leaders of current organisations must reflect the world in which they operate (Sante Fe Relocation White Paper, 2019). Global work experience is a fundamental part of development. It is desirable—and often mandatory—for senior leader and executive positions, which signals the assumed value that organisations gain from this experience (Sante Fe Relocation White Paper, 2019). Table 2-5 below shows the key drivers for employees undertaking international assignments (Santa Fe Relocation White Paper, 2019).

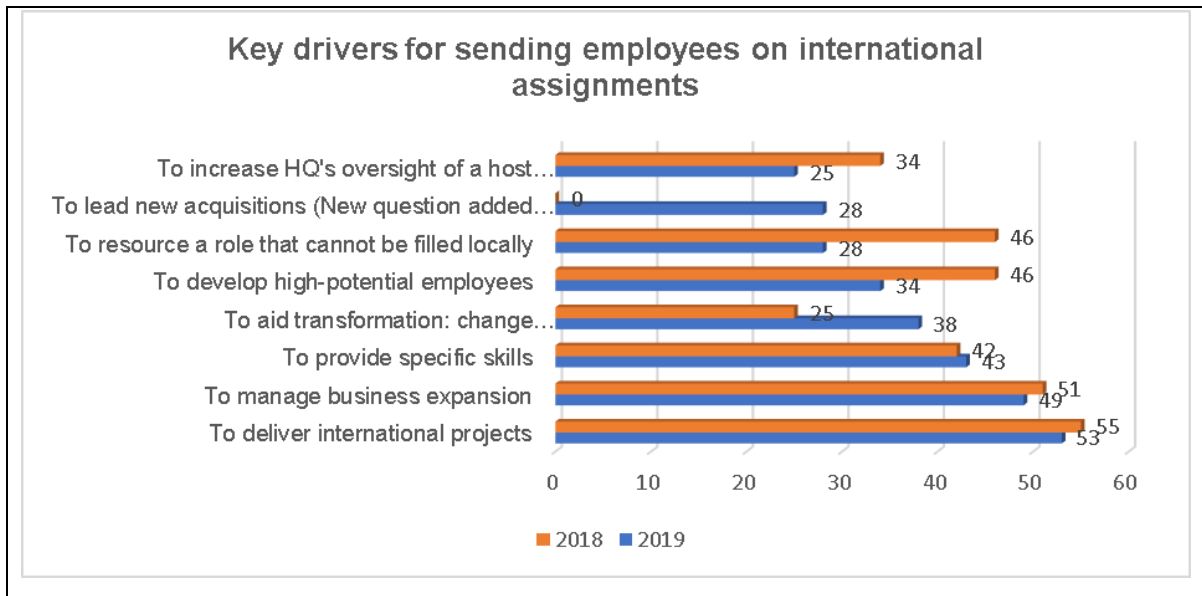
Table 2-5 Key drivers for employees undertaking international assignments

To build intercultural skills and international competencies for a future role in your company	58%
To enhance career progression	57%
To build intercultural skills and international competencies in their current role	56%
To achieve an objective as a requirement of their current role	52%
To add international experience on their CV	39%
To earn more money	26%
To follow a spouse or partner	7%
To seek an adventure	5%

Source: Santa Fe Relocation White Paper (2019)

Figure 2-5 below highlights the empirical findings of key drivers for sending employees on international assignments (Sante Fe Relocation White Paper, 2019):

Figure 2-5: Key drivers for sending employees on international assignments, 2019 versus 2018



Source: Sante Fe Relocation White Paper (2019)

Relocate Editorial (2018) cite a study conducted by RES which analysed the employer value proposition characteristics of 46 major companies and the extent to which global mobility accounts for it. The findings were that few companies actively communicate international working opportunities to potential employees and there is a discrepancy between the desires and requirements of mobility departments and respective corporate strategies for their organisations (Relocate Editorial, 2018). More than 80% of those respondents were convinced that employer value proposition has a significant effect on candidates' choice and more than 60% agreed that global mobility offerings are an important differentiator.

2.14 Agility, reskill and upskill of employees

Next follows a discussion about agility, reskilling and upskilling of employees.

2.14.1 Agility of employees

Agility requires organisations to understand what is meaningful for them, whether there is a need to build capabilities to sense the rapid changes that are taking place in the market and industries, or whether they need to revisit their processes, or develop the leadership behaviours to move the organisation into a new way of working (Sen, 2020). Organisations first need a good business case before implementing and adopting agile approaches. There needs to be strong empowerment from business drivers such as enhancing predictability and cohesiveness to foresee a situation and outcome (Sen, 2020). Adopting agility requires empowered decision making and a quick response to prioritisation. It can only be successful when the team collaborates and delivers on the promises and if it can take multiple attempts with failure. Business functions need to improve capabilities and responsiveness for better adoption (Sen, 2020).

According to research literature, agility is linked to strategic agility. Strategic agility is defined as the ability to rediscover or review the organisation and organisation's strategy in a dynamic manner with rapid changes in the external business environment (Ahammada, Glaistera, & Gomes, 2020). Rapid and disruptive technological change, deregulation, globalisation and mass customisation of production and consumption have led to 'hypercompetitive' business environments in which competitive advantages are temporary (Ahammada et al., 2020). Emergent challenges such as climate change, extreme weather events and global pandemics provide new and distinctive challenges to organisational survival and success (Ahammada et al., 2020). Strategic agility offers organisations an opportunity to be flexible, to adapt and respond quickly to changes and to implement actions in order to control market uncertainty and risk. An understanding of the role of HR management within strategic agility is important for organisations operating in local, national and international markets (Ahammada et al., 2020).

2.14.2 Reskilling and upskilling of globally mobile employees

For the last two decades, international companies have faced a severe shortage of highly skilled specialists with international and intercultural experience (such as expatriates), (Przytula, Strzelec, & Krysiska-Kociaska, 2020). As they negotiate life in a new country, globally mobile employees require assistance from their company's well-being programmes to bridge the knowledge gap (Przytula et al., 2020). Research on managing expatriate assignments in MNEs shows that communication and support from managers is an important buffer against job stress experienced by employees (Przytula et al., 2020). For example, for employees who operate remotely across countries, cross-cultural training is essential for developing cross-cultural communication and teamwork abilities (Caligiuri et al., 2020). According to Caligiuri et al. (2020) cross-cultural training in MNEs would help to reduce ambiguity about cross-cultural differences by providing skill-building on how to collaborate across cultures, how to actively seek similarities with colleagues from different cultures, how to use technology inclusively, and how to set team-level communication and work-flow ground rules (Caligiuri et al., 2020).

Globally mobile employees face unique challenges even during “business as usual” circumstances (Przytula et al., 2020). Many worldwide business travellers and globally mobile employees in MNEs have experienced significant changes as a result of the Covid-19 pandemic; their current “grounding” may indicate a sense of loss. Stay-at-home limits and virtual meetings have replaced their frequent travel, hotel accommodations, and business meals (Przytula et al., 2020). Employers must modify to fast changing conditions, as well as how to locate new skills for the “distance economy,” and how to connect those individuals to new positions and activities (Przytula et al., 2020). Most reskilling programmes aim to improve employees' critical thinking and decision-making skills, as well as their ability to lead and manage others and perform complex data analysis. Four areas of skill development should be prioritised: digital, higher cognitive, social and emotional flexibility, and resilience (Przytula et al., 2020).

2.14.3 Reskilling and upskilling of employees

According to Sen (2020), today's workforce needs reskilling to thrive in this fast-changing world of work which is impacted by growing automation, intelligent systems and new working economies. HR organisations need to take the lead in creating a better impact on the workforce and organisations in the future by bringing the 'human' back into 'human resources' and enabling a human-centric experience for the workforce (Sen, 2020). Reskilling focuses on those that will require a very substantial change in the set of skills that they have and goes hand-in-hand with redeployment into a new role or re-employment into a whole different industry or company (World Economic Forum (WEF), 2020). Upskilling typically happens on the job; a person remains within their role but goes through a major change in terms of skills that are required within that role (WEF, 2020).

Based on empirical evidence from the WEF survey (WEF, 2020), employers expect that by 2025, increasingly redundant roles will decline from being 15.4% of the workforce to 9% (6.4% decline), and that emerging professions will grow from 7.8% to 13.5% (5.7% growth) of the total employee base of company respondents. The WEF job outlook report (2020) estimates that by 2025, 85 million jobs may be displaced by a shift in the division of labour between humans and machines, while 97 million new roles may emerge that are more adapted to the new division of labour between humans, machines and algorithms. Some 84% of firms are set to rapidly digitalise working processes, including a significant expansion of remote work—with the potential to move 44% of their workforce to operate remotely.

Workforce planning and staffing for the future must accommodate different employment types, skills and the speed at which jobs are changing (WEF, 2019). According to the WEF (2020), on average, employers expect to offer reskilling and upskilling to just over 70% of their employees by 2025. Companies need to invest in better metrics of human and social capital through the adoption of environmental, social and governance metrics and matched with renewed measures of human capital accounting (WEF, 2020). From other research in Hermans (2020), these organisational metrics encompass efforts to achieve a long-term and positive impact on business performance. Environmental, social and governmental metrics

consider the impact of organisations on their employees and society in terms of the following (Hermans, 2020):

- Risk mitigation;
- Talent attraction and development;
- Pay equity;
- Brand management and public perception;
- Community support and involvement;
- Diversity and inclusion;
- Equal pay;
- Training and leadership programmes;
- Global mobility opportunities.

2.15 Digital HR

The current labour market and the rapid diffusion of technology has impacted the organisation of work through smart working modalities that have blurred the boundaries between working and non-working times (Manuti & De Palma, 2018, p. 22). Technological changes have led to redesigning work processes and tasks, posing new demands in terms of skills and abilities on workers and often substituting people with machines. This has many implications both for people and organisations. From an organisation side, technology has led to profound restructuring processes in terms of eliminating workforce units. On the people side, in many cases, it has produced demotivation and challenging demands and workers are called to use technology, become accustomed to it and/or to accept the substitution of the human contribution (Manuti & De Palma, 2018). Nearly 50% of companies expect that automation will lead to a reduction in the full-time workforce by 2022 (WEF, 2019). Both the private and public sectors are faced with adopting new technologies at an increasing pace (WEF, 2019). Organisations must start by filling the talent gap in technological skills, which is also vital to digital strategy. Successfully acquiring, developing and deploying talent starts with a strategy that directs what work will be done, how it will get done and by whom (Sen, 2020). HR plays a vital role in defining, measuring and enabling the meaningful employee experience in the Fourth Industrial Revolution (WEF, 2019). According to a WEF (2019) report, the employee experience is an established metric in evaluating

workforce engagement and is increasingly considered as a way of building long-term success. In research conducted on 120 organisations, those with high-performing employee experience outperformed the sector average return on assets by 2%, return on equity by 3% and gross profit margin by 12%. Manuti and De Palma (2018) further postulate that the traditional linear and stable career is attributed to work experiences being aligned with the employee's life, and the generational clash between younger and older adults at work is one of the factors challenging organisations to find new ways to attract, retain and motivate the workforce.

The shift to the digital appification and the use of social, mobile, analytics and cloud technologies are making work easier, real-time, more productive and more rewarding (Manuti & De Palma, 2018). Through mobile technology, organisations could observe and manage a great deal of useful data about the workforce. Manuti and De Palma (2018) maintain that people analytics should be used to manage a wide range of business challenges: from recruiting to performance measurement, from compensation to workforce planning and retention. Companies are also investing heavily in programs to use data, such as Organizational Network Analysis and interaction analytics, and studying employee behaviour to better understand opportunities for business. According to Manuti and De Palma (2018), the use of data-driven tools can facilitate the following:

- Predict patterns of formal and informal communication.
- Show real-time correlations between coaching and engagement.
- Analyse employee patterns for time management driven by email and calendar data.
- Cognitive technology could also support recruiting practices, for example assess candidate honesty and personality through dedicated software for video interviews.
- People analytics and big data could be of help to analyse hourly labour and to identify patterns of overtime and/or of absenteeism that could be useful for a more aware management of the workforce.

HR could never lose its role as long as work would continue to be meaningful in the life experience (Manuti & De Palma, 2018). Technologies could help HR managers to monitor how employees perceive and experience their job and consequently plan actions and practices that could be better attuned with this data (Manuti & De Palma, 2018). From an HRM perspective, social collaboration could be a useful tool for organisations to enhance productivity and teamwork and to manage personal tasks, professional projects and social networks with other colleagues in the same organisation, which in turn leads to faster problem solving. Examples of the most popular social collaboration platforms are IBM Connections, Yammer and Socialcast (Manuti & De Palma, 2018).

2.16 Metrics and analytics in expatriation management

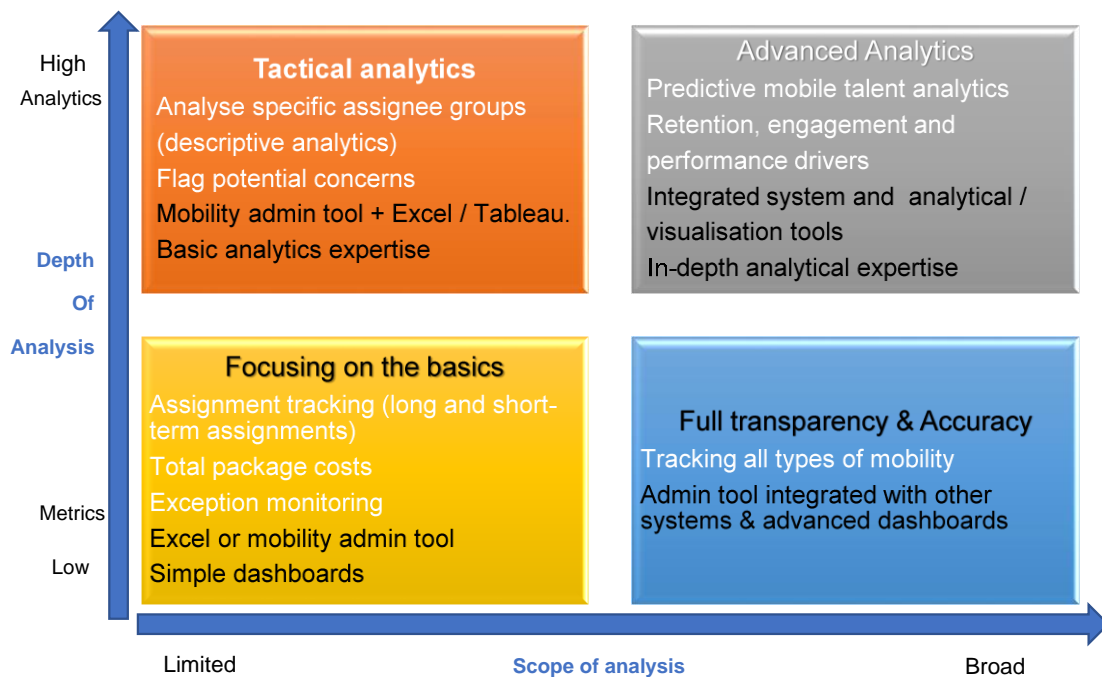
Some international assignments can be successful for the employee but detrimental for the company. Mercer (n.d.) explains that a typical example would be an assignee who performs well on assignment but fails to train the local workforce or create conditions for sustainable long-term business in the host country, resulting in a missed opportunity for the company and wasted investment. This fairly common scenario indicates that few companies have clear definitions of what constitutes a successful assignment and many do not determine assignment-related goals for their expatriates (as opposed to individual performance goals) (Mercer, n.d.). Also, unsuccessful expatriation may harm expatriates' personal career and well-being as well as those of their family, who have often made personal sacrifices for the assignment (Van der Laken, 2018).

Metrics are quantifiable measures designed to assess and track a specific process over time. Typical examples would be the number of assignees in given locations or how many exceptions to the policy have been made during the year (Mercer, n.d.). Key performance indicators are sets of measures designed to evaluate the performance of a company, a team, or an individual against predefined goals. They are focused on the question of efficiency and performance. One such indicator could be about setting a maximal number of exceptions for the year and measuring the performance of the mobility team. Analytics is more than simple measurements describing the past activities of the company and aims to understand why specific

outcomes happened and how these outcomes could change in the future. Analytics can be descriptive but also predictive: for example, which assignees are more likely to be successful on assignment or to request exceptions (Mercer, n.d)?

An example of the use of analytics was researched by a PhD study conducted by Van der Laken (2018) on data analytics and its application to expatriate management. Meta-analysis methods were used to determine the benefits of expatriate support. The primary purpose of the meta-analysis was to clarify and quantify the impact of social support on the success of international assignments of expatriates. Via meta-analysis, Van der Laken explored how expatriate support success criteria differ in terms of effect size, strength and boundaries of their relationship with social support. A total of 84 independent samples containing nearly 18 000 international assignments were used, and the relationships were meta-analytically determined between the social support provided from community, family and work agents and four common criteria of expatriate success: cross-cultural adjustment, organisational commitment, performance and retention. According to that study's findings, the overall positive relationship between social support and these success criteria was validated. With regard to expatriates, experience-sampling methods gather intensive repeated assessments with brief intervals and study durations (Van der Laken, 2018, p. 163). Such study designs have the potential to capture the expatriate experience on a grand level compared to repeated or cross-sectional surveys while being relatively simple to implement with the current technological developments. Experience sampling may help to capture a wide range of expatriate experiences, close to the moment of occurrence, as they are experienced in real life (Van der Laken, 2018). Another aspect is social network analysis in light of expatriation, and scholars could explore the extent to which the social networks of assignees change during and after the assignment (Van der Laken, 2018). Figure 2-6 below shows the depth and scope of analysis in international assignments (Mercer, n.d).

Figure 2-6 Scope and levels of analytics and metrics for global mobility



Source: Adapted from Mercer (n.d.)

2.17 Theories

2.17.1 Career capital theory

Career capital refers to a broad set of competencies that employees need to be successful in their employment paths (Salomaa & Makela, 2017). Brown (2019) agrees with the construct of “career capital” which was earlier stated by Arthur, DeFillippe and Jones (1999) as the overall set of non-financial resources that a person brings to his / her work. Non-financial sense of career capital implies to portfolio of careers in which people simultaneously apply and seek to broaden their portfolio of work (Authur, Defillipi, & Jones, 2001). Expatriates are acknowledged to have insight into activities that increase their career capital (Kraimer et al., 2015). The knowing-how capital competencies develop during expatriation through the development of cross-cultural and general management skills, listening, negotiation, teamwork and delegation skills and the capacity to learn (Salomaa & Makela, 2017; Dickmann & Doherty, 2008). International assignments have also been found to develop ‘knowing-why’ capital by improving expatriates’ sense of their potential, self-awareness and self-confidence (Salomaa & Makela, 2017). The knowing-how aspect represents the individual’s career competency in terms of job-

specific, tacit and explicit knowledge and skills which are said to be portable, transferable, flexible, as well as applicable in a global context (Lamb, 2007, p. 28). Knowing-whom is characterised by the networks of people (social and professional relationships, peers, subordinates, customers, suppliers and consultants) within both the organisation and industry (Lamb, 2007). Contrary to career capital, contextual situation reduces opportunities during expatriation, such as aspects of career capital suffering because of working abroad (Salomaa & Makela, 2017). Expatriate resources are critical to embed culture and policies and transfer skills to a host country environment (Trompeter et al., 2016).

2.17.2 Human capital theory

Human capital represents the stock of an individual's marketable knowledge, skills and abilities gained by investing in education, training and experiences, that are ultimately valuable to organisations and that can influence the individual's future income (Ramaswami, Carter, & Dreher, 2016, p. 1963). The greater the individual's investment in human capital, the higher the performance, productivity and career returns (Ramaswami et al., 2016). Human capital is an intangible asset and includes knowledge, skills, competencies and other attributes incorporated into an individual workforce; in other words, it is the economic value of a workforce's experience and skills (Sen, 2020). Understanding human capital is important for HR organisations to build strategies for talent acquisition, including creating talent pools, learning and training, talent development and skills management. For global companies competing in a world without borders, it is essential to have leaders with global talent, capabilities and effective intercultural skills (Domínguez, 2016). Skills and competencies are dependent on the people that acquire them and include the know-how of employees and their attitudes toward organisational culture. The know-how of employees sets distinctive competencies and is a potential source of competitive advantage. Human capital is scarce, valuable, inimitable and irreplaceable, and it is valuable as it satisfies the condition of "suitability" (Domínguez, 2016).

Based on human capital theory, international assignments are a major way that organisations could improve their international management pool for their direct benefits (relative to the competition in the international market) and indirect benefits

(career development managers, highly skilled human capital) (Domínguez, 2016). In this sense the expatriate managers acquire a set of skills (knowledge, perspectives and professional relationships) that result in positive performance of the MNCs. Domínguez (2016) contends that acquiring international experience is rare, so these managers become a valuable, limited and inimitable resource for their organisations.

Domínguez (2016) proposes four aspects for a sustainable competitive advantage:

- **The way to compete:** Products and services from the organisation, product strategy, strategic position or manufacturing strategy.
- **Place of competition:** Selection of competitive area, marketplaces and competitors.
- **Basis of competition:** Assets and competencies that provide the formation of a competitive advantage.
- **Offer:** Value proposition.

Ramaswami et al. (2016) explain that the value of skill utilisation in human capital theory and expatriation is that the surrounding features (not only the expatriate assignment) need to be addressed. In their view, post-expatriation experiences need to be orchestrated to take advantage of what was learned while living and managing in another culture. Repatriation, for example, is a highly stressful period fraught with reverse culture shock, uncertain job fit and career path, adjustment and turnover problems. Supportive HR practices become important not only during expatriation, but also during periods of repatriation. Another aspect mentioned by Ramaswami et al. is that developmental experiences of expatriates make them want to have more responsibilities and impact in their work once they return.

The return to work after living in a foreign culture are likely to depend on the richness of the knowledge, skills and attributes gained (Ramaswami et al., 2016). From a human capital perspective, investments made via multiple expatriate assignments are likely to be richer and more multidimensional than those gained from single expatriate assignments (Ramaswami et al., 2016). The value and usefulness of the experience acquired abroad for a company's competitive advantage may differ as

a function of the person's organisational and international role. The higher the employee rises in an organisational hierarchy, the more they need to be able to deal with ambiguity, uncertainty, stress, long-term planning horizons and job level complexity. Capabilities to address these types of job demands are exactly what should be acquired while being exposed to different cultures, languages and institutional environments (Ramaswami et al., 2016).

The International Standards Organisation has released a new standard for human capital reporting to help measure the true return on human capital investment, creating comparable metrics that can be benchmarked (WEF, 2019). It measures important human capital issues including ethics, diversity, leadership, organisational culture and health, skills and capabilities and succession planning. It is a relevant set of standards for internal stakeholders, including business leaders and HR, and external stakeholders, including governments, prospective workers, the community and investors.

2.17.3 Employability

The expatriate context of the boundaryless career implies that an international assignment is valued for the opportunity it brings for skills acquisition, personal development and career enhancement even though it might not help expatriates to advance within their repatriating company (Parker, Khapova, & Arthur, 2009). In this regard employability becomes the responsibility of both the employee and employer. Employees seeking for international jobs are more inclined to be proactive and self-manage their careers (Bucker et al., 2016).

On the basis of employability, perceived job insecurity of employment concerns the present job in the organisation, and perceived employability (PE) concerns future employment potential in the labour market (Fontinha, De Cuyper, Williams, & Scott, 2018). Perceived employability (PE) refers to a person's belief or perception of new job opportunities (Fontinha et al., 2018). Internal and external—with the current employer or on the external labour market—perceived employability is a two-fold notion (Fontinha et al., 2018). Internal and external perceptions of employability are

classified into lateral and upward categories. The chances of obtaining a similar work are referred to as lateral perceived employability, whereas upward perceived employability refers to the chances of obtaining a better employment (Fontinha et al., 2018).

As cited in (Bucker et al., 2016), Van der Heijde & Van der Heijden (2006) employability framework dimension applies to the internal perceived employability of expatriates during the expatriation phase, implying that expatriates' employability may be divided into five dimensions. Dimensions of employability were addressed by Van der Heijde and Van der Heijder (2006) based on the competency basis of occupational expertise, which contains four general competencies: anticipation and optimization, (2) personal flexibility, (3) corporate sense, and (4) balance. Organisational expertise, a critical human capital aspect for a company's survival, reflects a high level of knowledge and abilities in a specific professional subject. Employees must be viewed as high achievers and exceptional professionals in order to improve their employability (Van der Heijde & Van der Heijder, 2006). Anticipation and optimization, according to Bucker et al. (2016), are self-initiated, proactive types of adaptation to (future) changes in the labour market and job demands, in which individuals explore outside their own sector of competence. Personal flexibility refers to an employee's ability to adapt passively to changes in their work and labour market. Mergers and reorganisations, for example, necessitate adaptable individuals who can cope with both geographical and temporal structures (working time and space), (2006) (Van der Heijde & Van der Heijder). Employability corporate sense dimension extends the concept of corporate citizenship and the participation and performance of various working groupings such as departments, organisations, work teams, organisational communities and other networks (Van der Heijde & Van der Heijder, 2006). Balance (the last dimension of employability) includes the negotiation process for trading both employer and employee investments and benefits. Their work, their career and their private interests could be conflicting. It could be difficult (Bucker et al., 2016).

Employability is linked to the development of competence and a successful repatriation process for international employees (Engkvist, 2020). If organisations do not provide adequate support for its employees returning home, the organisation may lose the asset it has invested in (Engkvist, 2020). As a result, Engkvist (2020) as cited by (Harvey, 1982) divides the expatriation-repatriation cycle into four phases: (1) expatriate planning, (2) pre-expatriation, (3) expatriation, and (4) repatriation.

Positive effects on perceived employability stem from education, support for career and skill development, current level of job-related skills, and willingness to change jobs are significant predictors of perceived employability (Fontinha et al., 2018, Bucker et al., 2016,). HR practices, such as training, increasing awareness of competencies and enlarging social networks, should help individual employees increase their perceived employability (Bucker et al., 2016). Planning and coaching was mentioned to be important during the expatriation process however the repatriation stage is notable because of the threat of limited career advancement opportunities (Bucker et al., 2016). However Bucker et al. (2016) also explain the challenge that host country HR practices might not provide developmental opportunities or applied less formally in which case it would be difficult to develop occupational expertise. The theory of employability is significant in today's labour market, which is heavily linked to the development of competence for employees on international assignments (Engkvist, 2020). Repatriates must confirm their international competence, social field, and capital, as well as market themselves on the job market, in order for employers to recognise and value the additional knowledge they can offer to the workplace (Engkvist, 2020).

2.18 Summary

The key significance of this study is that the existing literature on expatriate management is becoming more a diverse field, encompassing a wider area of the types of internally mobile employees (Bonache et al., 2018). At present, there are various challenges in distinguishing between the types of expatriation which have not been sufficiently analysed. There are research gaps between a GTM perspective and expatriates in that not all expatriates are similar in the work they

do. This research has shown that the multilevel framework of GTM can systematically aid in understanding how expatriates within MNE subsidiaries are managed and it also links with strategic international HRM (SIHRM) policies and practices. From the career capital experiences of expatriates, the knowing-how aspect is relevant in terms of competencies relating to cross-culture acclimatisation, teamwork and tacit and explicit knowledge in knowledge transfer. Expatriates will adapt their behaviours, norms and values to fit in and ultimately succeed in the cross-cultural environment (Lee, 2006). However, the degree of adjustment is not measured by conformity, but rather in terms of factors such as comfort or satisfaction in the new environment, attitudes, contact with host nationals, or difficulties with aspects of the new environment (Lee, 2006). MNCs can maximise the likelihood of expatriates' success through appropriate selection programmes. Since the dimensions comprising the performance construct for expatriate positions differ from performance in domestic positions, expatriate employees in a foreign environment need a somewhat different set of skills and abilities to accomplish the same job they performed successfully in a domestic environment (Lee, 2006).

Given the current diffusion of technology and the current labour market, agility and skilling are relevant in that the HR role must develop an understanding of how companies function in local and global markets, especially in the current context and moving forward from the current pandemic. Expatriates need support throughout the international assignments unless they are meant to be localised in the host country after the assignment, even in the repatriation process (Tilli, 2013).

The next chapter (Chapter 3) deals with the research paradigms, design and the research approach and subsequent methodology chosen for this study.

CHAPTER 3: RESEARCH PARADIGMS, RESEARCH DESIGN, METHODOLOGY AND ETHICS

3.1 Introduction

In Chapter 2, I described the literature review related to the study and the criteria for the bodies of literature. In Chapter 3, I discuss in-depth the research paradigms, research design, methodology and ethical process followed for this study.

3.2 Research Paradigms

A paradigm is a set of assumptions that describe how the world is experienced; the scientific paradigm contains a framework for understanding research (Khan, 2014).

Paradigms is based on the following perspectives (Denzin & Lincoln, 2013, Creswell, 2013):

- Ontology: The nature of reality is perceived as subject and depends on how the researcher and the participant perceive reality (Khan, 2014).
- Epistemology: the way knowledge is acquired (Khan, 2014).
- Axiology: the nature of ethics in research (Mertens, 2010).
- Methodology: concerned with the process and method through which the researcher acquires knowledge about the world (Khan, 2014).

For this research, a Pragmatic paradigm was adopted and the paradigms with respect to ontology, epistemology and methodology are discussed in below.

3.3 Pragmatism

Pragmatism is about action and change and the interaction of knowledge and action (Goldkuhl, 2012). Pragmatism, according to Corbin and Strauss (2015), assumes that information is formed by action and interaction. As a result, it is suited as a basis for research approaches that intervene in the world rather than simply observe it (Goldkuhl, 2012). Before I explain my choice of research paradigm, I cannot ignore

the role of traditional research paradigms in scholars' choices to do research and how a pragmatic research paradigm emerged. In this section, I first describe the interpretivist paradigm and then the constructionist paradigm. Thereafter I explain pragmatism as my main research paradigm that I followed in this study.

The philosophy of interpretative ontology asserts that reality is a human building made up of people's subjective external experiences; there is therefore no one correct or inaccurate way to knowledge (Antwi & Hamza, 2015; Nguyen et al., 2016). Epistemology and the interpretivist paradigm serve the purpose to understand a particular phenomenon through first-hand experience and truthful reporting (Antwi & Hamza, 2015). This involves gathering information on events, and interpreting means making sense of that information by drawing inferences to try to explain phenomena by the meaning that is assigned to them (Antwi & Hamza, 2015). The interpretive paradigm specifically relates to human resource development as it is useful to explore new skills in line with the changing business climate (Nguyen et al., 2016).

The processes of construction can be viewed through the analysis of social objects, such as communication, negotiation, conflict, or people's interchange (Gerger, 1985). The constructionist pragmatism presumption of an expatriate can be understood through their career stories, which provide a deep understanding of their motivations and goals and show diversity of meaning in their careers (Agullo & Egawa, 2008). Researchers establish a pattern of importance inductively (Creswell, 2013). They employ reflexivity to interpret or understand the significance of others in the world (Creswell, 2013). In addition to how the study conveys the interpretation and what they have to learn from the study, researchers place themselves in a position to interpret in the study (Creswell, 2013).

Pragmatic philosophy was taken from the writings of William James (1907) and John Dewey (1916), American philosophers of the early 20th century (Smith et al., 2012). The pragmatic way of answering research questions from various points of view adapts and incorporates different variations in the approach from ontology, epistemology and axiology (O'Neil & Koekemoer, 2016; Saunders, Lewis & Thornhill, 2009).

Central to pragmatism is that systems have to come from people's experiences (Smith et al., 2012). The essence of pragmatic ontology is actions and change; people act in a world that continues to develop and act according to purpose and knowledge (Goldkuhl, 2012). Pragmatic ontological theory assumes a single truth and that individuals have a specific understanding of reality (Mertens, 2010). According to Chumney (2015), a realistic view assumes that the truth of people is seen in what works and is useful and practical. It is the belief that truth is known through many research instruments, which represent both deductive (objective) and inductive (subjective) proof (Chumney, 2015). An emerging explaining of an evolving world through experiences of various groups (such as expatriates) through experience requires a realistic approach (Korte & Mercurio, 2017). Pragmatist epistemology means that knowledge is built to manage life and participate in the world better (Goldkuhl, 2012). Pragmatism axiology refers to the principles that are perceived by how knowledge represents both the researcher's and the participants' opinions (Chumney, 2015).

The pragmatic methodology involves study methods that include qualitative or quantitative approaches to data collection and analysis (Mertens, 2010; Chumney, 2015). Mertens (2010) encourages researchers to focus on what and how they choose to study. Pragmatism allows researchers to use methods or method combinations that best serve to answer the research questions. Using a pragmatic research approach, differences are treated as social contexts for research instead of abstract ideologies as a tool for social action (Morgan, 2014).

Because processes relate to information and learning studies, and their influence may be explored using grounded theory approaches, a pragmatic paradigm provides management research value (Smith et al., 2012). Based on Chenail's pragmatic approach (2011), I looked at the perspectives of expatriates of their career capital experiences in terms of HRM support narratives. In addition, I wanted to study what works and what does not for people who work as SIEs and AEs for multinational corporations. As a result of this research, a realistic framework has been developed for understanding various behaviour and social processes in a

specific social environment, organisational changes and the implementation and maintenance of workplace practices (Thornberg & Charmaz, 2014).

Next, following a pragmatic research paradigm that is intertwined with the traditional qualitative research paradigms, I describe my ontological assumptions and epistemological beliefs.

3.3.1 Ontological Assumptions

According to Snape and Spencer (2004), ontology claims that people differ from an objective (external) truth, which is independent of human reality, to the notion of different, structured subjective realities. In this sense ontology explores the study or essence of truth (Creswell, 2013) and what can be learned about from this reality (Ponterotto, 2005). The ontology pragmatic view affirms that there is both a single truth and a specific understanding of the world by each person (Mertens, 2010). Based on the interpretation of ontology by Snape and Spencer (2004), there is a continuous building of the truth. In this context the ontological inference from expatriates is that habitus is a personal (subjective) interpretation of career capital experience and international work, on the one hand, since it becomes meaningful because of their comprehension, motivations and experiences. Such activity is, however, encountered subjectively and manifests within socially and contextually established and agreed symbolic conventions for symbolic capital that facilitates the way people create their phenomena at work (Barnard, 2007).

From the ontology philosophy, researchers pursue the issue of how reality should be looked at, such as objectively (for example external reality or independent reality), or through subjective reality (constructionism) (De Vos et al., 2012). If a research study consists of a stable and unchanging reality, then the researcher may take an objectivist analytical view: a realist ontology (Antwi & Hamza, 2015). Constructionism supposes that reality is a result of social processes and therefore reality is socially responsible (Antwi & Hamza, 2015). Social constructionism suggests that our realities are formed by our perceptions and our relationships / interactions with others (Social Constructionism: Definition and Theory, 2015).

Expatriates work in other countries with difficulty, they have to adapt to different working conditions, they experience loneliness and culture shock, different languages, different cost of living, various health and educational programmes for children and living in a new cultural environment (Rocke, 2017).

Personal and organisational factors mostly determine the success of foreign employee careers (Rocke, 2017). Rocke's subjective research findings (2017) have shown that expatriates agree to work for foreign tasks, driven by (qualification) skills, personal growth, higher salaries and possible business prospects. There are several barriers to a global business environment: addressing emerged societies, new and unknown market complexities, labour relations regulations, new knowledge, innovations and different working methods (Slavic, Berber & Lekovic, 2014). Thus ontology, subjectivity and objectivity can be used to explain the career capital of expatriates and can critically take the different factors outside of reality as argued from the world's international business problems and the different needs of boundary organisations/multinational companies (Nguyen et al., 2016).

3.3.2 Epistemological Assumptions

The epistemological search is about understanding a person's relationship with the world, with others and with the outside world (Stone, 2012). The epistemological position in this review explores the expatriate knowledge of their career capital and HRM support as appropriate sources to learn more about their place of work (Baptoste, 2001). Epistemological questions pursue: *“what is reality?; How is knowledge acquired?; What do people know?; What are the necessary and sufficient conditions of knowledge? What is its structure and limits? What makes justified beliefs justified? Is justification internal or external to one’s own mind?”* (Mastin, 2008).

Guba and Lincoln (1989; Guba, 1990; Lincoln & Guba, 1985) referenced to works on epistemology in several works mentioned by Soini et al. (2011). Truth interpretation (language, conscience, and common meaning) is a social construction that spans multiple realities and is linked to different groups and views

(Soini et al., 2011). In actuality, this distinguishes each individual (Definition and Theory of Social Constructionism, 2015). I believe I want to improve my understanding of expatriates' opinions, meanings, and phrases about their professions' career capital with the help of HRM, which I define as "how people perceive and understand the meanings they attribute to it," using Guba and Lincoln's (1985) epistemological position on the quest for the essence of knowledge (Baptoste, 2001).

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The epistemological question also asks: "What is the essence of knowledge and the relation between the knower and the would-be known?" (Mertens, 2010). Through intensive conversation, the researcher and the participant were expected to gain more understanding from the accounts of their careers and career capital experience and problems faced by expatriate professionals in a multicultural work environment.

Next, I describe my choice for a research design, namely a qualitative research design.

3.4 A Case for Qualitative Research Design

Research begins with a scientific investigation of a situation, with the ultimate goal of providing answers to questions that help us comprehend human behaviour (Salkind, 2012). The discrepancies between quantitative, qualitative and mixed methods were considered by the researcher to assess the required investigation technique so that the findings will support the credible development of information

(O'Leary, 2014). *Qualitative research* was chosen as the suitable research design for this study. Salkind (2012), defines quality research as a form of social or behavioural science research that explores human behaviour processes using exploratory technologies such as interviews, surveys, case studies and other relatively personal techniques. Qualitative study does not inherently include numbers or statistical acts, but rather seeks to explore more in-depth, inductive, exploratory, subjective and naturalistic topics in social or behavioural sciences.

Qualitative research is an approach that allows the researcher to examine the experiences of people in detail, using specific methodologies such as in-depth interviews, focus group discussions, observations, content analyses, visual methods, life history, or biographies (Hennink, Hutter & Bailey, 2020). It enables the researcher to identify problems from their study participants' perspective and to understand the implications and interpretations of behavioural events or objects (Hennink et al., 2020). The adoption of a qualitative approach was suitable because it allowed an understanding of the problem of study from different realities through the perspectives of "social actors" (such as expatriates' experiences) (Nguyen et al., 2016). The behaviours, values, value systems, concerns, motives, expectations, community or lifestyles of people in that regard provide insight into otherwise mathematically difficult to measure phenomena (Joubish, Khurram, Ahmed, Fatima & Haider, 2011). According to Maxwell (1998), qualitative studies are especially useful for the following research purposes:

- Understand the importance of incidents, circumstances and acts involved by participants in a study and their accounts of life and experience.
- Understanding the atmosphere in which participants behave and the impact on their behaviour from this context.
- Identifying and developing new grounded theories regarding unanticipated events and influences.
- Understanding the way activities and acts are carried out.
- Causal explications created.

Inductive data analysis is used in qualitative techniques to understand how mutually influencing forces connect and explain the researcher's and participants' interactive

realities and experiences (Lincoln & Guba, 1985). The expatriates understood their career capital behaviour and the organisational sense in which they were produced using qualitative methodologies (Dickmann & Harris, 2005).

Qualitative research may be the most effective method for doing rigorous and relevant corporate management research (Meyers, 2013). According to the scientific paradigm, rigorous research follows scientific research criteria, is submitted to peer review and is published in an academic journal (Meyers, 2013). The findings, which are crucial research for business professionals, can be used right away for consulting (Meyers, 2013). When academics look into specific situations, it allows scholarship and practice to actively cooperate with people in organisations (Meyers, 2013). To understand the dynamics and complicated unquantifiable difficulties that organisations face, thorough field study is required (Meyers, 2013).

Qualitative analysis was helpful in this study in gathering and assessing knowledge from international business since I could grasp the essence of expatriates' career capital experiences and their role in the organisation's performance (Nicks, 2016). Several academics have used qualitative methods to examine and clarify expatriate preferences for staying or leaving (Nicks, 2016).

Next, I explain why I chose grounded theory as my qualitative research design methodology.

3.5 Research Approach: Grounded Theory (GT)

Jorgensen's (2001) description of Grounded Theory is, "a systematic inductive methodology for collecting, evaluating, and conceptualizing qualitative data for the purposes of theory building. The major aim is to establish the theory by analysing empirical evidence in a methodical way (Jorgensen, 2001). As a result of GT analysis is the development of the theory in practise that Strauss and Corbin (1998) suggests (Hallberg, 2006). GT draws from its theoretical basis pragmatism and symbolic interactionism (Park & Burgess 1921, Hughes 1971, Blumer 1969) (Dewey 1925, Mead 1934), (Corbin & Strauss, 1990). Barney Glaser and Anselm Strauss initially developed grounded theory (GT) research system (1967). GT is used to generate theory by a system method following data collection and analysis simultaneously (Goulding, 2002, Corbin & Strauss, 2015). It will explore new results-based theories (Willig, 2014). The researcher draws a theoretical account of the general characteristics of the subject while basing conclusions on empirical observation of evidence (Reiter, Stewart & Bruce, 2011).

A socialist constructionist version of grounded theory has been introduced by Charmaz (1990, 2000, 2002, 2006), (Creswell, 2013). Charmaz (2008) believes that the constructionist approach is: (1) the factual, processual and built under particular conditions; (2) the study process emerges from interaction; (3) the role of the researchers and the participants is taken into account; (4) the researcher and the researched co-structure the data - data is the result of research categories and theories are not derived from the data but are created through an interaction with the data by the researcher (Willig, 2013). Instead of discovering order within the data, the investigator creates knowledge, organisation and presentation of data (Willig, 2013). Constructionist GT will represent audiences around and beyond universities in many disciplines (Charmaz, 2008). GT spans a broad variety of disciplines and has demonstrated its culturally sensitive practises to extend to individuals and broader organisations and communities. GT applications are commonly used in research into organisation and management and comprise information systems, organisational change and management for the purposes of building theory (Rose, Spinks & Canhoto, 2015).

The GT process includes the following key elements: (a) simultaneous data collection and analysis; (b) reliance on comparative methods; (c) early category development; (d) intermediate analytical writing of coding and writing the first draught; (e) concept sampling; (f) postponement of literary review; and (g) a focus on evolving theory (Jorgensen, 2001). The first data items are obtained from GT data processing (Willig, 2013). The principles derive from the data and from the researchers' process between data collection and analysis during the initial analysis (Willig, 2013). The following data are collected and analysed until the data is theoretically integrated by the researcher (Willig, 2013).

The processing of data in GT is performed using a number of methods: interviews, observations, written and stored materials, including photographs, newspapers, journals, sketches, internal documents and historical records (Willig, 2013). The data are analysed by constant analysis of the comparisons, theoretical sampling and theoretical code (Willig, 2013) which is a method where each piece divides the data into manageable bits, compared to similarities (Corbin & Strauss, 2015).

The methods identify general concepts, establish theoretical explanations and provide new insights and emerging fields into various investigational phenomena (Corbin & Strauss, 2015). While broad theory is illusory, Horwitz (2017) adds that it may be possible for models and conceptual frameworks to evolve in the study of rising MNCs in markets to recognise and implement South African HR structures. It is necessary to develop theoretical models that emphasise human versatility, adaptation, and long-term learning (Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, Soresi, Esbroek and Van Vianen, 2009).

Grounded approaches of theory can be used to explain the underlying beliefs and meanings, look at logical and non-rational ways in which people respond, how they react and how they solve problems through action and interaction (Corbin & Strauss, 2015). The processes permit the formation of data theory, which enables the

researcher to examine themes and related behaviour in a variety of ways (Corbin & Strauss, 2015).

3.6 Theoretical Approach

Barnards (2007) (in Mouton, 2002) clarified the description of a theory as "a collection of interrelated constructs (concepts), meanings and statements, with the aim of explaining and predicting phenomena in a systematic way by defining relationships between variables". Basic theory applies the interpretative method that describes the phenomenon through the study of existing meanings and concepts in a particular context used by the participants (Suddaby, 2006, in Glaser & Strauss, 1967). A new theory is developed from an appreciation of the contrast between the everyday realities of substantive subjects (Glaser & Strauss, 1967) and their perceptions of the day-to-day realities (such as interpretations of the realities about career capital experiences and HRM support as an expatriate).

A conceptual structure for the creation of theory in GT research is generated through a model or theory (Mouton, 2002). The conceptual framework/model is descriptive and explainable according to Barnard (2007). The conceptualisation of phenomena (live experiences) is descriptive and explicative in that they organise connections between phenomena (such as similarities, differences, causal relations, patterns, trends, etc) (Mouton, 2002). The aim of GT is to reach a higher degree of conceptual analysis (Glasser, 2002). In order to find out the core category organises in other categories, the process consists of first collecting data and then creating categories (Glasser, 2002).

The conceptualization of empirical data constitutes the theory of the processes produced by GT methods (Hallberg, 2006). Hence, next I explain the role of theory in my research study to explore the research question(s) in section 1.7.

3.6.1 Role of Theory

Substantive theory and formal theory will be based on the appropriate theory generation process (Barnard, 2007, in Glaser and Strauss). Substantial theory is applicable to a certain field (Hallberg, 2006), phenomena in situational context are researched or based on a particular life circumstance (Strauss & Corbin, 1990, Barnard, 2007). Formal theory is a generalised or more widespread method for researching phenomena (Hallberg, 2006) from a variety of contexts and situations (Strauss & Corbin, 1990, Barnard, 2007). Theoretical sampling and continuous comparisons are carried out (Hallberg, 2006, see More Grounded Theory Methodology, 1995). Theory and theoretical comparison occurring in the study process are important to the GT methods (Barnard, 2007).

Based on the above and reflecting from Barnard (2007) the conceptual framework that I chose for this research is substantive because this study is derived through a context-specific inquiry (such as within the context of career capital experiences of expatriates and HRM support within MNCs). The context of this study is **was** therefore grounded in the concrete life worlds and lived experience of the research participants.

Next, I explain why it was imperative to remain theoretical sensitive as the study emerged.

3.6.2 Theoretical Sensitivity

Every emerging category, idea, concept or connection provides a new view of the data to improve or change the original design (Willig, 2013). By making similarities and searching for opposites, the researcher interacts with the results. This may require retrieving more data to the source (Willig, 2013).

Throughout the whole process of GT, the researcher must balance the context, theory and science in order to interpret the results (Strauss & Corbin, 1990). The understanding of theoretical sensitivity is that the researcher intends to learn from the participants understanding about the phenomena being studied (Richards & Morse, 2013, in Rudolph, 2013). Following the research process on attempting to

be as mindful as possible on my own evolving theoretical sensitivity⁷, I used various strategies of theoretical reflection which included memoing (Strauss and Corbin, 1990), fieldnotes and a personal diary (Barnard, 2007).

Next, I explain how I followed an inductive-deductive analysis as the study emerged.

3.6.3 Inductive and Deductive Analysis

Qualitative data analyses include complex reasoning through inductive analysis (such as building patterns, categories and themes into more abstract knowledge units) and deductive analysis (example, such as frequent building themes in data), (Creswell, 2013). Induced, comparative, iterative and collaborative data analysis is performed in GT (Charmaz & Belgrave, 2012). Inductive analysis is a method in which the researcher transitions from facts to empiric and theory (Heath & Cowley, 2004). This is achieved by analysing and coding the data in order to build potential insights and document them in memos (Heath & Cowley, 2004). Heath and Cowley (2004) state that the GT study begins with a number of coding data and memos discuss ideas that become part of the comparison (in Glaser, 1978). Inductive analysis extrapolates trends into a logical category from the data (Thornberg & Charmaz, 2014). Deductive analysis is then used to compare data with the literature and to extend data trends so that the results of the study become external and more appropriate (Joubert, 2012).

3.7 Applying GT Guidelines

Coding, memo writing, theoretical sampling, and theoretical saturation are aspects of the grounded approach of theory (Charmaz, 2008). The coding process is the first step of GT procedures (Charmaz, 2008). The second GT process is informed by review and memos. Thirdly, theoretical sampling and fourth theoretical saturation

⁷ Due to my evolving research interest about the career capital experiences of expatriates, I have read literature about the topic. However considering that I have chosen Grounded Theory as a qualitative research method I intended to read more information about the study while I am analysing the data. When conducting GT research, Glaser (1992) advises that GT builds on discovered data and avoids preconceived interpretation through extant theories or categories, GT relies on comparative methods and aims towards theory development.

(Charmaz, 2008). The GT Guidelines are focused on category recognition, how categories are related and how connections between different categories are formed (Willig, 2013). Categories constitute a unit of knowledge that describes activities, events and events when grouped together (Creswell, 2013).

3.7.1 Coding

Open coding is the first stage of research, data coding for the key categories (themes and subject coding) is grouped together (Creswell, 2013, Charmaz, 2008). *In vivo* codes can be used which use participants' direct statements in an attempt understand participants' meanings and in explaining their emergent actions. Following the initial codes which are most common, or significant, focused or selective coding is created. Focused code synthesises extensive data to determine which of the phenomena are better interpreted or explained (Charmaz, 2008). An axial coding category to focus on core phenomena is defined by the researcher (Creswell, 2013). Open coding can be extended to numbers of levels: the text, sentence by sentence, paragraph, or code associated with a text can be coded line by line (Flick, 2014). Axial coding is subsequently intended to connect subcategories that are most important to the research questions (Flick, 2014). Their study and coding are based on a continuous comparison of materials (cases, interviews and statements etc.) in all three versions (Strauss and Corbin, Glaser and Charmaz) (Flick, 2014). Theoretical saturation is seen as the coding target and endpoint (Flick, 2014).

These themes and sub-categories have been brought together to explore their mutual approach and establish major themes (Saldana, 2016). The axial categories were further analysed to refine categories and link them with subcategories. Theoretical codes have been developed to incorporate coding and analysis categories at this level (Saldana, 2016). Labels were ~~often~~ allocated as anchor codes to interview questions to assist in the organisation of the codes according to their respective classification (Adu, 2013).

3.7.2 Memo Writing

Memo writing is the immediate stage between gathering data and writing a document or chapter draught (Charmaz, 2008). The researcher maintains a written record of the progress of theory during data collection and analysis. In addition to the progressive incorporation of the higher and the lower categories, the researcher documents the meanings of categories and labels to create their emerging information on the phenomena (Willig, 2014). In addition to respondents' quotations in interviews, memo writing can include references to the literature and concepts for connections, structuring and contextualization (Flick, 2014).

3.7.3 Theoretical Sampling

The purpose of theory sampling is to establish a theoretical category by selecting a sample based on emerging categories and theory (Goulding, 2002, Charmaz et al., 2008). Glaser (1978) in Goulding (2002) explains scientifically the process for data collecting for the development of the theory by which the researcher collects, codes and analyses data, decides what data is next to collect. This process of data collection is controlled by the emerging theory. Theoretical sampling aims to promote the advancement of the theory of the information collected to extend the interpretation (Goulding, 2002). More data from the categories that resulted from earlier data evaluating phases is theoretical sampling (Willig, 2014). The investigator produces temporary interpretations and then returns to the field to obtain further data for inspection and classification (Charmaz, 2008). The investigator should be open and flexible to the full spectrum of theoretical sampling opportunities (Goulding, 2002).

3.7.4 Constant Comparative Analysis

Constant comparisons include the identification and comparison of emerging trends and themes which represent differences and similarities in data (Goulding, 2002). Though different or similar evidence suggesting the same conceptual category is compared, conceptual concepts are formed. By comparing similar or different facts, the researcher may develop concepts and concepts based on recurring behaviour

patterns such as generating characteristics of categories which increase overall categories and explanatory powers (Goulding, 2002, Glaser & Strauss, 1968).

3.7.5 Negative Case Analysis

If the data categories do not fit the pattern (Willig, 2014), negative cases which occur which are an exception to the key topic or definition of the study (Corbin & Strauss, 2015). In pursuit of negative cases the definition investigates further, adding richness to the data findings and proposing alternative reasons (Corbin & Strauss, 2015). The data analysis revealed one negative case in which the response did not match or was an exception to the research concept of career capital (see Table 4.1, RQ6). The participant spoke about life capital saying they prefer that term from career capital (P5). The researcher interpreted the response as that the participant viewed work and life as valuable and not solely career capital.

Disadvantages of GT

- Exhaustive Process: The analysis coding process can take time and effort and thus the task of figuring out the ideas and themes that come from the data can be lost of sight (Hussein, et al., 2014). It is recommended to have a mentor to support new GT researchers during their inquiry journey (Hussen et al., 2014).
- High Potential for Methodical Error: Methodical error in the use of only one database, e.g. data interviews for data collection, by choosing purposeful instead of theoretical sampling (suggested that you begin with deliberate, but return to theoretical samples) (Hussein, et al., 2014).
- Reviewing the Literature without Developing Assumptions: The GT process researchers in Glaser (1998) advise that the readings of the literature should be reduced or excluded before the GT process begins. This position is used to avoid theoretical sensitivity and possible prejudices which could compromise study rigour (Hussein, et al., 2014). Hussein et al. (2014) agree, however, on the critical aspects of the phenomenon uncovered by a study of the literature. For the methodological reasons, subsequent parts and chapters, researchers who apply for financing must demonstrate a detailed understanding of the literature necessary.

- Multiple Approaches to GT: Epistemological, ethical, procedural and differing ontological concerns overlap which raises more similarities than differences (Cooke, 2014, Hussein, et al., 2014).
- Limited Generalizability: The key objective of quality research is not to make reasoning more popular rather than to provide the human experience or situation under review with a rich and contextualised understanding (Hussein, et al., 2014).

3.8 Research Methodology

The Research Methodology sections that follow will be explained in terms of: Research Setting, Sampling, Data Collection and Data Analysis.

3.8.1 Research Setting

The research environment refers to the physical, social, and cultural location of a sample (Given, 2008). In terms of the research environment this research consisted of expatriate participants from various industries located in South Africa and other countries outside of South Africa, the industries included: automotive, engineering and construction, education, consulting, medical technology, retail, Information Technology, air transport and health services industry. In terms of the research environment, the geographical gap was too great for travel, and while seeking access to communities that were difficult to reach, such as expatriates working in different countries, computer-mediated communication was employed to provide access to possible participants (Bowden & Galindo-Gonzalez, 2015). Individuals, classes, artefacts (books, photographs, newspapers), geographical units (city, census tract, state), and interactions between social groups are examples of analytical units (Trochim, 2006). Expatriate interviews with local or international South African MNCs served as the core research unit for this study (Groenwald, 2004).

3.8.2 Population and Sample

A population is a group of potential participants to whom the researcher wants to apply the findings of the study (Salkind, 2012). A sample consists of selecting several population participants representing the entire population (Babbie, 2008). The population for this study were expatriates, these individuals represent a highly diverse population of employees and therefore serve as the population for analysis (Albrecht, Dilchert et al., 2018). Employees in all expatriate positions have one thing in common: they live and work in a foreign cultural environment for a lengthy period of time (Albrecht, Dilchert et al., 2018). The study sample included a varied group of highly skilled expatriate professionals - AE, SIE, Expatriate Managers, and Global Talent Director - who had firsthand experience with career capital and expatriation.

The study was diverse in terms of age, marital status, and hierarchical levels. In order to compile a theoretical model, a variation of samples makes it possible to capture the variability of social environments and compare participant responses across a variety of settings (Joubert, 2012). The reason for selecting a heterogeneous expatriate sample was to understand the qualitative variations between AE and SIE and to gain insight into demographics and contexts relevant to expatriate career capital phenomena and subsequent HRM support (Gabriele, 2004, Cresswell, 2013). Theoretically, as researcher's sample, they investigate locations, people and circumstances that provide information on expatriation management and expatriate ideas that they want to learn about (Corbin & Strauss, 2015). Theoretical sampling in GT starts with a homogeneous sample of similar individuals and, as the data collection continues and the categories arise, the researcher turns to a heterogeneous sample to see under what sample conditions the categories hold true (Creswell, 2013).

3.8.3 Non-Probable: Purposeful Sampling

Purposeful sampling is defined as identifying cases based on features that most usually reflect the type of population that can inform an understanding of the research issue (De Vos et al., 2012). AE, SIE and expatriate managers were

interviewed to serve purposeful sampling for this study as these individuals have encountered phenomena associated with operating in a multicultural environment, locally and abroad across borders (Salmons, 2012). In terms of GT, interviews with experts in the field of career capital and foreign careers were considered in order to define trends and to validate the literature review (De Vos et al., 2012). The reader should be able to generalise subjectivity according to his/her own experiences from the case under review (De Vos et al., 2012).

3.8.4 Snowball Sampling

Snowball sampling is a participant-driven technique to identify and refer related population members when qualified participants who are difficult to reach for the intended study have restricted access (De Vos et al., 2012). By having some of its participants to provide contact information for others, a researcher may test the population (Newman, 2018). An initial member of the population of interest is found to perform an interview and you invite them to refer to other members of the target population upon gaining their trust (Newman, 2018). Determining the number of contacts' a person has as part of the interview process, the respondent-driven sampling is stated by Newman (2018) to be useful in this context to compensate for sampling bias. One person/s refers the researcher to many other related instances, but it is preferable for the researcher to ask respondents for referred names in order to avoid broken chains (De Vos et al., 2012).

3.8.5 Additional Sampling Techniques Applied

Additional sampling techniques were provided in Salmon (2012) to deliberately locate qualified participants for online interviews, namely the use of; *Existing Sample Frames* and *Generated (nomination) Sample Frames*:

- *Existing Sample Frames*: Membership in a group, organisation or accurate administrative list, organisations, student lists or participants in the programme verifies these (Salmons, 2012) . There are numerous foreign organisations that could help provide access to expatriated workers to source individuals to contribute to the data and who best serve the purpose of the

analysis. Approaching management consulting companies that advise on specialised management services for expatriated employees and foreign assignments will be the use of an existing reliable administrative list. A database of foreign participants who might be willing to consider participating in this research will be accessible to certain targeted organisations (Salmons, 2012).

- *Generated Sample Frames*: If a current sample frame is not appropriate or not available, through operating with organisations representing a population of participants, researchers may establish a sample frame and request their permission to contact them privately to discuss the study in depth (Salmons, 2012).

Non-probable methods of snowball sampling were pursued. Reflecting my sampling method memo dated 08 February 2019, I also pursued respondent-driven sampling. The acquisition of contact details through referrals from participants was difficult. The expatriate employees referred to by a friend were the initial contact. Such participants were professional and skilled in working as expatriates in local and overseas MNCs (Salmons, 2012). From the online participant sample methods (Annexure 7.3.1), I used the online social network, LinkedIn, to check for initial members of the population of interest to provide their contact information (Newman, 2018).

As a research tool, LinkedIn has been used to locate expatriates employed for multinational businesses. I sent ten link messages via LinkedIn and got three answers to participate. Via emails given from the company websites, I contacted two multinational corporations and six emails were sent to participants for request and consent to participate (refer to email attachment under annexures). One MNC could only attempt to assist in February/March 2019, which, due to dissertation time constraints, was sadly past the cut-off time. The other company has not replied since December 2018 (refer to email under annexure). As I did not know many expatriate employees, I also asked my immediate contacts (my study supervisor) if they could help refer expatriate participants qualified to participate. The contact applied to two participants, one of whom was involved. Another communication was submitted from the referred participation. The total number of applications sent to

respondents to participate amounted to 24. This includes the target demographic I knew, LinkedIn, addresses, immediate contacts, referrals and expatriate members. Eight respondents consented to participate via Skype, WhatsApp call and face-to-face interviews from the 24 applications submitted.

3.8.6 Criteria to recruit and select participants Selection of participants

Participants were chosen based on their ability to contribute to the construction of theory, as determined by grounded theory principles (Cresswell, 2013). The reason for selecting a diverse expatriate sample was to understand the qualitative variations between AE and SIE and to gain insight into demographics and contexts relevant to expatriate career capital phenomena and subsequent HRM support (Gabriele, 2004, Cresswell, 2013). Furthermore, heoretically, as researcher's sample, they investigate locations, people and circumstances that provide information on expatriation management and expatriate ideas that they want to learn about (Corbin & Strauss, 2015). Theoretical sampling in GT starts with a homogeneous sample of similar individuals and, as the data collection continues and the categories arise, the researcher turns to a heterogeneous sample to see under what sample conditions the categories hold true (Creswell, 2013). The criteria for selecting participants for this research were on the basis of biographical data on the international work experience of expatriates, foreign travel, foreign living experience, language capacity in foreign and domestic countries, cultural adaptability and their well-being in the foreign environment (Mol, Born, Willemsen, Van de Molen, & Derous, 2009, Tracey-Ventura, Dewaele, Koylu, McManus, 2016). Biodata were collected from highly, skilled expatriate employees AE and SIE and expatriate managers different ethnic backgrounds, age groups, gender groups, nationalities, hierarchical levels, and language groups (Joubert, 2012). The biographical requirements of the participants are stated in terms of gender, age group, marital status, race, employment status (such as AE or SIE), work experience, level of education, language, countries of employment, hierachical levels, industry / sector of employment.

A mixture of inclusion and exclusion criteria has been established to delineate the target population. The inclusion criteria set out the characteristics that cases must have in order to qualify for the analysis (Robinson, 2014). Expatriate employees and Expatriate Managers who oversee expatriate management were the inclusion criteria as eligible participants for this research. Exclusion conditions are characteristics that disqualify a review case (Robinson, 2014). The exclusion criteria which disqualify cases for this study were non-expatriate workers' employees.

All participants required to have an undertaking and experience working as an expatriate employee in order to participate in this study. HR managers and expatriate managers in charge of expatriate management assistance were also included as participants. The qualified individuals were required to work as:

- Expatriate employee (example, work as an AE or SIE)
- HR managers in charge of expatriate management assist expatriates or Expatriate Managers in facilitating the expatriation process.
- Employed by a multinational corporation (MNC)
- Have at least one year of experience working in a multinational organisation
- Consent to be interviewed on a one-on-one basis
- Participants who were under the age of 18 were not allowed to participate.

In GT study, the reason for obtaining heterogeneous samples is that commonality observed across a range of cases is more likely to be a generalizable phenomenon than a commonality found in a homogeneous group of cases (Robbinson, 2014). According to Robbinson (2014), sample heterogeneity helps to show that outcomes are not just the preservation of a population, time or location, and may help decide if other contexts are protected by a theory established in one case.

3.8.7 Sample Size

A relatively small sample size is needed for qualitative study, since statistical analysis, control and generalisation are not sufficient (Babbie & Mouton, 2003).

Corbin and Strauss (2015) clarify that, because of the aim of achieving theory construction, there is no definite number of participants. The researcher must be versatile in order to sample participants based on principles that require growth. In this context, if data saturation was achieved when the sample size was sufficient (Brink, Van der Walt, & Van Rensburg, 2006). The total sample of participants for this study were eight respondents who participated (refer to section 13.12.20 for demographic data).

3.8.8 Data Collection

Grounded Theory is developed by a continuous process of data collecting and data analysis, which is defined as a constant comparative method of comparison in real-world research (Suddaby, 2006, Lawrence & Tar, 2013).

GT gathers data from various sources such as: interviews, remarks, study journal; other data sources include but are not limited to: photographs, papers, sketches, diaries, group meetings, memoirs, articles, historical documents and biographies (Corbin & Strauss, 2015). The data are then analysed in groups or subjects that are recurring in all data sources (Creswell, 2013).

A mixture of online methods for data collection were adopted and used for individual interviews.

3.8.8.1 Data collection through online and Information Communication Technology (ICT) instruments

Online interviews were utilised to gather original data through the internet, analyse the data, and provide new information on certain study topics (James & Busher, 2016). In asynchronous (non-real time) and synchronous (in real time), online interviews can contain audio, text and visual exchange (James & Busher, 2016). The use of Information Communication Technology allows participants to discuss

with the researcher anywhere, in any part of their research field or to report live during a phenomenon-related event (Salmons, 2012). Online data collection provides a non-threatening and relaxed atmosphere to make it easier to address sensitive issues (Creswell, 2013). Web conference and text-based communication makes interviews closely resembling normal back and forth communication from one person to another, including verbal and nonverbal signals (Salmons, 2012). Table 3-1 lists below four forms of online interview synchronous communications (Salmons, 2012).

Table 3-1 4-Types of synchronous communication for online interviews

Text Based

- Communicate through typed words, limited use of images through emoticons or exchange of pictures.
- Connect on phone, mobile device or computer.

Video Conference or Video-Call

- Communicate through audio and video.
- Connect in videoconference facility, computer, or mobile device.

Multichannel Meeting

- Communicate through audio, video, text, and / or shared applications.
- Connect by computer or mobile device.

Immersive 3-D Environment

- Communicate through audio or text and visual exchange.
- Connect by computer or mobile device.

Source: Adapted from Salmons (2012)

In order to perform online interviews, the researcher used a mixture of synchronous and asynchronous modes of communication – email, video call and multichannel meetings linked with mobile devices, telephones and computer. Before the interview dates and times around time zones were communicated and set, e-mails were used as an asynchronous mode. Instant WhatsApp, Skype video call and audio call services were synchronous channels for the individual, online interviews (James & Busher, 2016).

The study used online data collection techniques to discover that expatriates served on challenging schedules in various time zones and thus could not perform interviews within a naturalistic survey (E.C. Rudolph, personal communication, June 14, 2017). Using real-time experiences made operating in different timelines in different time zones challenging for some expatriate participants. Although the participants might not be in the same location, they share the same patterns of process, action and interaction (Creswell, 2013). The purpose of this study is to understand the experience acquired by expatriates with career capital and HRM support (Sutherland et al., 2015) with reflexivity to the phenomenon of research (section 3.12.23).

Next, I explain the reflexivity techniques that were used in this study to collect the data, namely activity diary and document sheet.

Activity Diary

Activity diary provides a comprehensive report on travelling and contact habits for people on research related tasks that can be used to increase the knowledge gathered from the interviews (Crosbie, 2006). Participant were assisted with activity diaries about how they go about their travel and communication activities in terms of geo-data (Crosbie, 2006). See Annexure 7.6 Activity Diary.

Documentation Sheets

Documentation sheets provide contextual details for the interview, such as the date, location, length of the interview, the interviewee's gender, the age of the interviewee, the profession, since, occupation, profession, country of residence, number of children, special occurrences (Flick, 2014). See Annexure 7.5 for Document Sheet and Table 3-3 at the end of this chapter 3.

Next, I explain the measuring tools that I used to gather the data, namely the individual interviews which was followed in a semi-structured and one-to-one interview approach.

3.8.9 Individual Interviews

Interviews are the most advanced tool of quality research studies for collecting data (DiCicco-Bloom & Crabtree, 2006). Person detailed interviews allow researchers to co-create meaning by restoring understandings of interactions relevant to the subject in question. interviews (DiCicco-Bloom & Crabtree, 2006). Person interviews set the stage for participants to exchange experiences and explore the world / universe before scientific explanations are given (De Vos et al., DiCicco-Bloom & Crabtree, 2006). The data for this research was gathered through semi-structured, individual interviews from participants for review.

3.8.10 Semi-Structured Interviews

For the data collection as a naturalism investigation, semi-structured interviews have been selected to assess the actual atmosphere of the experiences of expatriates' career capital and HRM support (Silverman, 2012, Creswell, 2013, Lawrence & Tar, 2013). The interviewee should have a complicated knowledge of the subject in a semi-structured interview (Flick, 2014). Researchers use semi-structured approaches to get a summary of participants' perspectives and views on a specific problem (De Vos et al., 2012). The semi-structured method process is a theory based on which the subject can be reconstructed in the subjective theory of the interviewee (as the theory driven) (Flick, 2014). Within this research background, expatriate subjective theory helps to make expatriates' tacit awareness of career capital and HRM support more explicit (Flick, 2014).

In order to gain insights into the more complete image, the researcher and participant are more versatile as the researcher may pursue interesting pathways in the interview (De Vos et al., 2012). The researcher uses a number of predetermined questions but instead of being dictated by a timetable, the question is directed by (De Vos et al., 2012). Participants will share the interview more closely and present the problem that the interviewer had not considered (De Vos et al., 2012). In this respect, the participants should be considered the expert in the field and therefore should be allowed to say their story in full (De Vos et al, 2012).

3.8.11 One-to-One Interview's

Detailed individual interviews had been planned with all interviewees who consented to participate at the accepted and suitable time and place (O'Leary, 2014). One benefit of individual interviews is that it is beneficial for interviewees with geographical dispersions which can be difficult to access (O'Leary, 2014).

3.8.12 Interview Structure

The semi-structured interviews were arranged with guided, opened and closing questions in combination. Guiding questions are taken in a guided interview since the phenomena contain large goals (Joubert, 2012). Participants are invited to share their opinions and perspectives on a particular situation and the interviewer is invited to explore any potential issues (Joubert, 2012). The open question used in the research was an example, "Defining a successful career as a capitalist in the economy today? ". Closed questions require clear responses to these questions (Salkind, 2012) that give rise to either one or two answers; example – yes or no (no further detail is possible) (Jacob & Ferguson, 2012). An example of the closed question used during this analysis was: "Are you working as an assigned expatriate or self-initiated? ". The combination of guided and open questions allowed participants to respond to questions with as much versatility to optimise the response rate (Harvey, 2011).

3.8.13 Interview Schedule and interviews

For a copy of the interview questions see Annexure 7.3.1 (Interview Guide). Below is a sample of interview questions which was used a probe to assist with relevant information:

A: What are some of the key characteristics / qualities you actively focus on developing in your career?

A1: What are some of the components that you look for when employing yourself in the global economy?

A2: Define a successful career capitalist in today's economy?

B: What is the main reason for pursuing a global career? (internal motivations – personal motivations, self-development, gain knowledge, etc. + external triggers – rewards, competition, employment issues in your home country?)

C: Do you work as an assigned expatriate or self-initiated expatriate?

C1: Why did you choose to become an Assigned Expatriate or Self-Initiated Expatriate? Briefly describe your main reasons.

C2: What is your host country?

C3: What is your home country?

D1: What is your accumulated career experience in the business context?

D1.1: How do the focus areas in career development change over time? How does career capital change over time?

D2: What are the challenges of working in a multicultural environment?

D3: What are the benefits of working in a multicultural environment?

E: What are the different forms of global work in your organisation?

F: How many expatriates do you manage who are on assignment or have managed?

F1: How long are the expatriate assignments (example, 6 months or shorter, 1 year, 3 years or longer)?

F2: What procedures are in to assist expatriates and their families?

F3: What have expatriates done when they were offered new assignments?

F4: How would a foreign assignment align with career development of expatriates within your company?

G: How would you define a successful career capitalist, i.e., somebody who successfully manages their career? What do they do differently (of value) to enhance their career?

G1: What are the three top things of importance to building your tradability and being a successful career capitalist?

3.8.14 Role of the Researcher

The researcher was the data collection tool and translator for the study, based on the interpretive survey (Turner & Norwood, 2013). Interpretive researchers are looking for voices, perspectives, lives and meanings that researchers and participants co-create and share (Turner & Norwood, 2013). The researcher is able to induce knowledge to establish a pattern of significance in the research (Creswell, 2013). The semi-structured technique corresponded to the approach of interviewers and interviewees from a constructionist point of view (Rosenbaum et al., 2016). The presumption that expatriate professionals can appreciate the perspectives and behaviours of their professions by offering an in-depth insight into their motives and ambitions and by demonstrating diversity in their way of working and career experiences (Agullo & Egawa, 2008). For example, the emotional connection between the country of host and foreign countries, international personal strategy and the role of non-work objectives in future planning (Agullo & Egawa, 2008). In order to allow participants the right to talk freely on the subject under discussion they collected the data into themes (Wahyuni, 2012). Methodological triangulation of the data is explained under validity and credibility for this study (section 3.11.14).

3.8.15 Data Recording Instrument and Transcription of the Audio Recordings

A recording system was used with each participant's authorization (informed consent signed in Appendix 7.3), which used transcripts for data analysis (Rosenbaum, More & Steanne, 2016). The interviews were documented and transcribed literally, in order to explain the importance of what was said and to give general sense to the units (Hycner, 1985). Margin notes and journaling used to document those problems (Hycner, 1985).

3.9 Data Analysis

The GT methods of data analysis consistently compare and theoretical sample to each process (Cho & Lee, 2014). Constant comparison analysis is a method that involves the researchers simultaneously collecting and analysing data (Cho & Lee, 2014). The data analysis method consists of comparing one event to another (Cho & Lee, 2014). The researcher used compared empirical data and the definition, concepts and categories, data, categories, and data pieces, to achieve higher abstraction levels and to make progress with conceptualization (Cho & Lee, 2014). The GT analysis method is to reduce the amount of data that the researcher works with to represent the data by delineating concepts (Corbin & Strauss, 2015). Theoretical sampling is a method by which comparative analytical data is obtained (Cho & Lee, 2014).

3.9.1 The Process of Data Analysis

In order to cope with the volumes of data collected during the interviews, all interviews were recorded and transcribed by an expert transcription service (excluding raw data from operation diaries, document records, study memos and document review notes), all of which provided the rich definition of their depth (Rosenbaum et al., 2016). The data were processed so that the data were translated into codes and the codes were then combined into wider themes (often headings used in qualitative study) (Creswell, 2013). See **Error! Reference source not found.** below is how interview data are organised using simple theory approaches for data interpretation and representation (Creswell, 2013).

Table 3-2: Data analysis method in Grounded Theory

Data Organisation	<ul style="list-style-type: none"> • Using computer programme to build and organise data files. • It offers a simple way of storing and organising qualitative data to conveniently access materials that are correlated with codes, topics or materials, concepts, phases or terms. • Locate code or theme-specific text or images, locate common sections/passages, look for word frequency and compare data. • Facilitate the write and store memoranda as passwords.
Reading and memoing	<ul style="list-style-type: none"> • Read transcripts in full, journaling or writing (note on particular questions and general impressions), (Hycner 1985), marginal notes from observations, original codes. Reading transcripts in full. The investigator transcribes the data (Flick, 2015). The researcher hears the audio tapes from the interviews as a whole and reads the transcription a few times, including information to learn about the emergence of particular units of meaning and topics from different points of view (individual global view) about research phenomena (Hycner, 1985, Creswell, 2013). • In order to clarify the significance and then incorporate units into the general sense, the interview data have been transcribed (Hycner, 1985). Margin notes and journaling are also used to document these problems (Hycner, 1985)
Data into cod / categories	<ul style="list-style-type: none"> • Describe types of coding; open, selective, and axial coding. • For the major categories of supported material, the researcher analyses the text (transcripts, field notes, documents).
Classify data into codes and themes	<ul style="list-style-type: none"> • Identify an open category for the central phenomenon from the open coding list. • Axial coding - condition causal, context, conditions of action, techniques, results. • Coding: the data must be composed into small information categories and the code must then be given a name. A short list of preliminary codes normally develops 25 to 30 codes for researcher. Lean-coding is introduced by Creswell (2013), which generates five or six categories of shorthand labels and then extends each analysis from the database to include the following categories. The participants NVivo codes to extract exact phrases which the study would better represent details be composed into small categories of information and then assigning a label to the code. • The open category (for example a central phenomenon) is chosen to represent one that participants discuss extensively or that conceptual interest in the GT process is studied (Creswell, 2013).
Interpreting the data	<ul style="list-style-type: none"> • Engage in the creation of a plot, proposition or argument that ties categories into the coding paradigm through selective coding and interconnected categories. • The coding knowledge is organised into a coding schema reflecting a theoretical model or process analysis. Selective coding is the proposal process.
Representing and visualizing the data	<ul style="list-style-type: none"> • Present a theory or visual model. • Present propositions

Source: Adapted from Creswell (2013)

3.9.2 Nvivo Data Analysis Method

The data were coded using version 12 of Nvivo software as a transcript analysis tool (Bryant and Charmaz, 2007). The collected data were imported into Nvivo from the interview papers. Nvivo offers many other data forms (example, audio and text files, videos, digital images, Word, PDF, text-rich documents, and plain text) (Hutchison, Johnston, & Breckon, 2010). The Nvivo Attribute Feature was used to capture descriptive data from the demographic factors of the interviews (such as age group, gender, assigned expatriate, self-initiated expatriate etc., Annexure 7.6), (Hutchison, et al., 2010). By coding the events in the data for node growth, Nvivo can explain (Hutchison et al., 2010).

Nvivo uses Nodes for the detection of an posterior (Rosenbaum et al., 2016). A summary of the coded text is used for each newly defined node (Hutchison et al., 2010, Rosenbaum et al., 2016). These definitions give the initial ideas for memos for redefining broad data sets of nodes which underpin the constant comparison of data with nodes (Rosenbaum et al., 2016). With the increase of the number of nodes generated, Nvivo may organize the nodes into a general definition, a tree-node structure, which has more than one dimension (Hutchison et al., 2010). This is useful in ground theory since you can analyze and manage nodes more in detail so that common properties can be identified and early comparisons are carried out (Bazeley, 2007). In order to avoid the duplication of excessive nodes, Hutchison et al. (2010) said that Nvivo made the application of branches to descriptive nodes easy so as to allow the coding of concepts in various dimensions (example, to distinguish between high and low levels of a particular concept).

3.10 Ethical Considerations in Qualitative Research

Before the study is conducted, ethical considerations occur at the start of the study, during data collection, data analysis, the reporting of data and the publication of the study (Creswell, 2013). The Ethics Committee examines the design and methods of research to ensure ethical standards before they can be applied (Flick, 2014). Ethical clearance was obtained from the ethics committee at Unisa for a master's degree in Business Management for authorization to conduct this research. The Appendices are accompanied by a copy of the approval letter. Below, I shall

describe the ethical considerations I have taken in order to conduct my fieldwork according to moral procedures and guiding principles established for masters and doctoral students under the Unisa Policy on Research Ethics (2015).

Next, I describe the ethical measures followed to inform this study.

3.11 Ethical Measures

Without participation by human subjects research cannot advance; all subjects, human and animal subjects, have fundamental rights (Mouton, 2001). More precisely, as research includes the gathering of material and knowledge on mutual trust (Mouton, 2001).

Initial interaction with the site and individual participants is the start of the research process (Creswell, 2013). The aim, methodology and intended possible uses of research, their role in research, any possible risks and requirements of a research study were told participants of (Silverman, 2013, Singh, 2014). The rights, interests and sensitivities of the participants being studied need to be protected and respected under the conduct of science (British Sociological Association, 2002, Mouton, 2001). The ethical principles of right to privacy, right to anonymity and confidentiality, right to full disclosure, the right not to be harmed in any manner (physically, psychologically or emotionally). Under science the rights, interests and sensitivities of the participants under study must be secured and valued (Mouton, 2001, British Sociological Association, 2002). Section 3.12.7 addresses ethical measures for online study interviews.

3.11.1 The Right to Privacy (including the right to refuse to participate)

The right to privacy requires the option of which personally identifiable information a participant wishes to disclose and under what conditions (Rossman & Rallis, 2011). Participants have the right to refuse: be questioned and answer any question by telephone or email (Mouton, 2001, De Vos, et al, 2012). Personal details about study participants should be kept private (British Sociological Association, 2002).

Privacy should not be noticed and evaluated by others (De Vos et al, 2012). Interviews must be considered over long periods of time (Mouton, 2001).

Private interviews were conducted with participants and only the researcher had access to information, which guarantees confidentiality. No data was available to any participant. Participants were told of their right to share information relevant to the interview and study under consideration by informed consent. The participants also received notice of their right to decline interviews. The participants' personal information was kept anonymity and held in the main office of the researcher.

3.11.2 The Right to Anonymity and Confidentiality

The participant's identities and study documents must be kept private, regardless of whether a specific confidentiality commitment was made (British Sociological Association, 2002). De Vos et al (2012) said that anonymity guarantees that the safety of the data of the subject is not connected to the names. Participants' confidentiality was preserved by the use of the required informed consent forms that inform the participants of their voluntary participation and have the right at all times to withdraw from the research. The consent form demonstrated to the participants that their findings would not be used individually as part of a broader set of results (UNISA, 2013). Confidentiality and anonymity assurances must be respected for study participants. Documentation names and composite profiles and cases were used to protect participants' personal confidentiality and the Web from harm (Creswell, 2013). Confidentiality must also be protected for workers, research personnel, research organisations (coders, clerical personnel, interviewees, etc.) who have access to research (Mouton, 2001, British Sociological Association, 2002, Silverman, 2013). Signed confidentiality agreements have been sent and obtained by one research assistant, the interview transcription services and language editor.

3.11.3 Informed Consent and the Right to full Disclosure about the Research

Informed consent requires knowing and understanding of the risks and benefits of study participation (Flick, 2014). In accordance with informed approval, Vogt, Gardener & Haeffele (2012) states that the researcher shall make it clear to the research participants what research it is doing (Mitchell and Jolley, 2000) so that

they can make informed decisions about their potential participation in the research (Mitchell and Jolley, 2012) (Silverman, 2013). Salkind (2012) advises the use of an informed consent form by any individual participant or individual awarding participation to any research project using human participants. Coercion: Participant participation should not be coerced (Salkind, 2012). The informed consent form attached to the questionnaire informed participants that they participated in the study on a voluntary basis (Flick, 2014). The consent form clarified the anonymous reaction measures to explain the costs, advantages, researchers' and supervisors' risks.

A Participants Informed Consent Information Sheet, an explanation of the context on the research subject and an interview guide were given to participants in this research study. Participants were asked to take part in expatriate management based on their perception and knowledge of working as an expatriate, their job experience, their career capital and HRM. They took part willingly without being coerced. They were told that they were taking part in a semi-structured, separate question interview. The interviews were taped at the agreed time and location. They were told that the interviews were about 90 minutes in length. Participants were told that for any missing details, they would be given opportunity to check the interview transcripts and analyze the data; all participants had to speak English fluently. Participants were also able to raise questions and raise concerns about this study.

3.11.4 The right not to be harmed in any manner (physically, psychologically or emotionally)

Researchers have a duty not to adversely influence study participants' physical, social and psychological well-being (British Sociological Association, 2002). The researcher should work to protect the rights, privileges, sensitivities and privacy of the participants (British Sociological Association, 2002). Researchers must be insecure, imbalanced connections with power and put participants at risk (Creswell, 2013).

Participants in this study have been shielded from physical and psychological damage (Salkind, 2012) with informed consent, explaining the essence, intent and risks of the research and how it is spread and implemented (British Sociological Association, 2002). The participants were told that the interview lasts about 60-90 minutes and they may experience some slight discomforts such as tension, exhaustion, confusion, or discomfort. Participation in this study did not pose risk to the participants safety or wellbeing. The researchers agreed to maintain confidentiality of all information submitted herein and to publish the results from a collective and not individual viewpoint.

3.11.5 Anonymity and the Collection of Data

The anonymity requirements often apply in addition to face-to-face interviews, to data collection concerning the use of camera systems, tape recorders, and data collection devices (Mouton, 2001). Participants should know how such devices operate (Mouton, 2001) and should be able to deny the use of data collection devices like tape recorders and video cameras (British Sociological Association, 2002). Participants were informed to engage in interviews with ready access through their computers, tablets, laptops or iPads to a reading device, the internet. They were told that all interviews were captured audio and in the interview guide the researcher specified when the recording device was activated and when the recording device was turned off at the end of the interview.

3.11.6 Storage of Data

It is critical that the interview data are documented (Barnard, 2007). The researcher had access to different methods for data collection and storage (audio tapes, tape recorders, field-notes and memos). Every interview was recorded in audio so that the researcher could return to the discussion as originally and as often as needed for data analysing. The natural flow of discussion material has been documented simultaneously by writing field notes during and after each interview. Usage of a reflective diary and recommended storage strategies in qualitative software (Barnard, 2007).

Suitable steps have been taken to safely store research data (British Sociological Association, 2002). The researchers preserved the records of this study for a period of five years, until they are lost forever. Electronic data was stored before disposal on a password safe computer. Hard copies of the data are shredded and when the research documents are lost, electronic versions have been permanently removed from the hard drive of the computer. Reasonable and realistic methods were introduced for the security of privacy, including the elimination of identifiers, the use of pseudonyms and other technological means of breaking the relation between knowledge and recognisable individuals (British Sociological Association, 2002). Members should ensure that data are not published or revealed in a way that allows for real or possible identification without written permission of study participants (British Sociological Association, 2002). The data were saved at the principal investigator's office in a high safety safe (Unisa, 2013). Only the researcher can enter the office. Data was saved by the principal researcher on a password safe device.

3.11.7 Ethical Measures followed for Online Interviews

When developing an online interview, the importance of social contact and communication in an online setting, as well as how individuals participate, must be considered. Each participant was informed about the purpose, procedure, and planned use of this research study through informed consent and explanation about what their involvement entailed, the risks and rewards, and the requirements for this study (Silverman, 2013). All of the interviews were conducted using a combination of synchronous and asynchronous communication channels via a mobile device, phone, and computer (James & Busher, 2016). Emails were utilised as an asynchronous mode in various time zones till interacting and scheduling interview dates and times. WhatsApp, an instant messaging protocol, and Skype, a video and audio-calling service, were synchronous platforms that allowed for individual online interviews (James & Busher, 2016).

Internet research poses concerns about data sampling, the quality and reliability of the data collected (Frankel & Siang, 1999). The use of online research methods in social science research, however, allowed researchers to interact not only with real time and non-real time conversation with geographically distributed individuals and groups, but also to see the person on the other end of the technical instrument (James & Busher, 2016).

3.11.8 Benefits and Risks

The basic principles for research ethics, *Beneficence*, compels researchers to maximize possible benefits from the research and minimize harms and risks to their subjects (Frankel & Siang, 1999). Benefits can be identified by contributing to a knowledge base, enhancing the well-being or motivating of the person, by giving the individual a voice the value of society or science (Frankel & Siang, 1999). Harms may include death and injury, psychological abuse, loss of privacy and public exposure and may not affect individuals but subgroups as well (Frankel & Siang, 1999).

This study helped to gain insight into the experience of expatriates' career capital and the support of HRM for expatriate management in today's society. The results of this research were intended to contribute to management theory and to provide the person with voice in the role of leading organisations and empowerment. See paragraph 3.12.4 of Risk (Right to be protected from harm).

3.11.9 Informed Consent

Informed consent is also valid for online interviews (James & Busher, 2016). At the outset and prior to online interviews, the participants obtained informed consent. The researcher explained to potential participants who she was in the informed agreement and goal of the project. In order for inclusion in geographically scattered regions, participants were told that the individual interviewees would also be held online. Online interviews were made possible by the use of audio and video calls via participant computers, phones, laptops or readers. Confidentiality steps adopted are required. The use of pseudonyms, titles and other identification names in the publication or storage of interviews (James & Busher, 2016).

3.11.10 Accessing Participants and Establishing Research Relationships

Researchers should get informed consent and access to the studied population while performing online interviews (James & Busher, 2016). As mentioned in the study, a purposeful sampling was used for online interviews, and participants could engage in an online interview via emails and the internet via their computers, phones, laptops, iPods and readers (James & Busher, 2016).

3.11.11 Standard of Authenticity

Any interview situation—whatever formalisation, constraint, or standardization—relies, according to James and Busher (2016), on contact between participants who are constantly interested in interpretation. Authenticity criteria have been negotiated and endorsed by the researchers in order to promote transparent and truthful dialogues with the study participants. The talks were necessary to convince participants to adequately protect themselves from intentional or accidental harm and to (re)present themselves truthfully if they are part of a research project (James & Busher, 2016).

3.11.12 Ensuring Privacy, Confidentiality and Anonymity

Protection of the privacy of participants is important when using online interviews to obtain personal or confidential information (James & Bush, 2016). Participants must protect their privacy appropriately and mitigate to an appropriate degree the risks of harm to them and their societies.

A Virtual Learning website (such as a project website) can be configured to host interviews, with limited access segments where researchers and participants can share viewpoints or discuss without being visible or public without being visible (James & Bush, 2016). To reduce the risk of confidentiality data, not institutional servers, but project laptops and computer drives have been saved (James & Bush, 2016). Data on a separate computer drive and accessibility of the people directly interested in a research project have been stored online. The participants obtained

numerous e-mail addresses to contact the researcher than the study project / project website.

An anonymous method can be used in an online environment for data collection, but participants need to understand that researchers do not have to reveal personal data and thus that the participants can remain invisible or anonymous (James & Busher 2016) using pseudo names. If the interactions, places and identities of participants are to be covered, it is necessary for researchers to alter names and locations of participants to ensure that privacy does not occur as online interviews may be followed. To fix these kinds of problems a researcher might claim that this can happen and could build dummy Skype accounts with dummy e-mail addresses that would make it much longer and hard for anyone to monitor (James & Busher, 2016).

3.11.13 Constituting Public and Private Spaces

Another ethical issue in online research is the difference between private and public talks (Frankel & Siang, 1999, James & Busher, 2016). Researchers must explain how the internet is used for their research projects to conduct online interviews by explicitly explaining how it benefits. James clarified that in the research project, researchers need to define carefully what private spaces mean, because their research credibility can be undermined if they use open Internet and email contact with participants. When using online interviews, a consistent ethical structure for online research needs to be developed to address possible ethical risks and to improve online research practise (James & Bush, 2016).

3.11.14 Methods to Ensure Trustworthiness

Credibility, dependability, conformability, transferability, and authenticity standards were utilised to assess the study's trustworthiness.

3.11.14.1 Credibility

Honest and transparent reporting, as well as how biases and other suggesting alternative are identified and addressed throughout the research process, are key to demonstrating research credibility (Johnson et al., 2020). Reporting should begin with a description of the study's conceptual framework, and then be revisited when reporting the findings. Training and past experiences of the researcher, personal links to the background theory, access to the study population, and financial sources are all potential confounders (Johnson et al., 2020). Glassick's criterion for effective representation and reflective critique best captures these features and processes (Johnson et al., 2020, Glassick, 2000):

- Effective presentation – the work is presented in such a way that others can emulate and/or expand on it.
- Reflective critique – a method of questioning and learning from and throughout the research process that is used on a regular basis.

The researcher must ensure a thorough review of reliable procedures followed so that readers obtain adequate evidence to consider plausible interpretations (De Vos, et al., 2012). The 1999 study by Lincoln and Guba (as quoted in De Vos 2011) offered a range of credibility-raising techniques, namely:

- a). Prolonged engagement and persistent observation in the field.*
- b). Triangulation of different methods (multiple data sources, methods, theoretical schemes (Creswell, 2013).*
- c). Peer Review (O'Leary, 2014).*
- c). Member checks.*
- d). Formalised qualitative methods such as grounded theory and analytic induction.*

e). *Crystalization*.

f). *Broad representation* (O'Leary, 2014).

This research processes used theoretical sampling following grounded theory methods for potential respondents according to inclusion and exclusion criteria. Participants who have specific experiences important to a research definition or category are consulted by theoretical sampling researchers (Bryant & Charmaz, 2007). Participants were chosen based on non-probable, purposeful sampling methods in this respect.

Participants were told in this study of the study by means of a participant information sheet on their career capital experiences and the HRM support for expatriate management (Annexure 7.3 and 7.3.1). Participants in this study consisted of AE, SIE, Expatriate Manager and Global HR Director. These participants were asked to say their story about working as an expatriate and living abroad while adding to the existing data set about the research concepts (Bryant & Charmaz, 2007). (Bryant & Charmaz, 2007). Participants were also asked to supplement knowledge about the linkages between categories thus contributing to the emerging theory (Bryant & Charmaz, 2007). (Bryant & Charmaz, 2007). For example from the interview questions. The unit of study were the entire interviews (interviews, diaries, abstracted documents, phrases and terms written in transcript) as a framework for the sense unit (Graneheim & Lundman, 2004). Credibility can also be built by finding validation from co-researcher's, experts and participants with the goal to agree that to decide whether or not researcher's and experts would agree with the way the data is sorted and marked.

To improve credibility for this study the researcher used prolonged engagement which means to continue interviewing until data saturation occurs. Credibility was also accomplished by collecting and analysing the data before no new categories appeared – theoretical saturation (Andrade, 2009). The researcher also applied Member checking as a credibility strategy which allowed participants to review the transcribed data and provide feedback to the researcher for any inconsistencies,

questionable assumptions, and afforded the researcher the opportunity to re-analyze the data collected (Nicks, 2016). By using member verification the participants were given a further opportunity to comply with the details transcribed from the individual interviews (Nicks, 2016). The subsequent technique used was Triangulation. Triangulation is accomplished when data are explored from separate or multiple sources or testing sites (Brown et al., 2002). Data triangulation is important in research studies because it improves the validity of the data (Holiday, 2002). The data was further grouped into themes or groups using computer assisted qualitative analysis software Nvivo. Based on reflexive critique and credibility, see section 3.11.18 and footnote 8 on page 153 about the researcher situatedness regarding the research processes which was followed through this study. This study was underpinned by theories from career capital theory, human capital theory and employability framework (section 2.17).

3.11.14.2 Transferability

Transferability in qualitative research refers to whether the results from the research can be transferred and relevant from one particular circumstance to another case representative of the findings compared to other populations, settings and treatment validity (such as external validity), (De Vos, et al., 2012). To address these challenges De Vos suggests to return to the original theoretical structure to demonstrate how the data collection would be driven by principles and models. Triangulating multiple sources of data can be used to corroborate and elaborate more than one data collection process which in effect can significantly improve the study's utility for other settings (De Vos, et al., 2012). The researcher does not say that the information gained from this analysis would necessarily have significance for another context or for the same context in another time frame (Babbie and Mouton, 2001).

The researcher undertook to provide ample explanation of the phenomenon by cross-referencing within the theoretical parameters of the study thereby enabling readers to obtain a proper understanding to equate it with those that they want to

pass the meaning to (De Vos, et al., 2012). In order to resolve the transferability between the researcher and those being examined, thick description was required as the writer identified in detail the participants or settings under study (Creswell, 2013).

Study meets transferability criterion when the results match into situations outside the research situation that are determined by the degree of similarity between the two contexts (Krefting, 1992). Krefting (1992) noted that transferability is more the duty of the individual wishing to transfer the results to another circumstance or population than that of the researcher of the original study. They argued that as long as the original researcher provides adequate descriptive data to allow comparison, he or she has addressed the problem of applicability (Krefting, 1992).

3.11.14.3 Dependability

Dependability refers to the stability of data over time and under various conditions (Elo, et al., 2014). Criteria are used to select participants and detail the participant's key characteristics so that the transferability of the findings to other contexts can be evaluated (Elo, et al., 2014). For this analysis, biographical data was explained to provide details of the dependability about expatriates prior learning experience about their foreign work experiences in a foreign environment. The reason for selecting a heterogeneous sample of expatriates was inspired from a diverse group viewpoint to be more possibly generalizable on commonality in comparison to commonality from a homogeneous group.

Dependability also refers that the outcomes of the analysis will be subject to adjustment and uncertainty (Creswell, 2013). The researcher attempted to account for changing conditions in the phenomenon under study as well as the changes in design (De Vos et al., 2012). In order to address dependability the researcher had to answer whether the study method is rational, well established and audited (De Vos et al., 2012). The naturalistic researcher seeks confirmability rather than objectivity to determine the value of the data (Creswell, 2013). The dependability of this study was developed through the research processes which means that the

research design and execution, how data was gathered and the reflective assessment of the study, which was documented in detail (Cresswell, 2013).

3.11.14.4 Conformability

Conformability captures the degree of objectivity of the analysis, the need to detach evaluation from inherent characteristics of the researcher and put focus on the data itself (De Vos et al., 2012). The researcher needs to ensure as much as possible that the findings of the results represent the perceptions of the participants rather than the characteristics and desires of the researcher (Shenton, 2004). Triangulation in encouraging conformability was used to reduce the effect of investigator bias (Shenton, 2004). In qualitative studies, comprehensive records, field observations, the instruments used, and summaries, are held allowing moderators to review these records and which will allow them to arrive at similar conclusions. Full and accurate records of this study are maintained, should outside audits be needed (Krefting, 1992).

3.11.14.5 Authenticity

In qualitative research, authenticity is focused on the ethical practises of trustworthiness towards how the researcher facilitated researcher-researched relationships (Mertens, 2010). Mertens (2010) clarified that authenticity requires the balance and justice (inclusive inclusion of stakeholders in the process of research), ontological authenticity makes respondents aware of their constructions of truth.

3.11.15 Potential Sources of Bias

Researcher's biases suggest that researchers disclose both assumptions (beliefs that researchers have developed based on reading the literature and thinking about and creating research questions) and biases (personal issues that make it difficult for researchers to react critically to the data) so that readers can interpret the results with this information in mind (Hill, Knox, Thompson, Williams, Hess & Ladany, 2005). According to Hill et al. (2005) disclosing unexpected results will help

reinforce the case that researchers should see beyond their prejudices. It is recommended that researchers report possible biases (example, feelings/reactions to the topic) in the participants' portion.

3.11.16 Quality of Research Data

Qualitative research in GT begins with the data and its credibility (Charmaz, 2014). The breadth and reach of the data gathered forms the quality of the analysis (Charmaz, 2014). Sufficient data was undertaken to be collected so that it suits the mission to provide a holistic account of the subject under review with the parameters of the research study (Charmaz, 2014). Ability of the analysis data in GT pertains to when to avoid gathering and analysing data (Thornberg & Charmaz, 2014). This occurs when the analysis has reached theoretical saturation which means that no new theoretical insights are produced from the GT categories when fresh data is collected (Thornberg & Charmaz, 2014). Quality of a study should also be reflexively embedded (Barnard, 2007).

3.11.17 Data Saturation

The researcher keeps collecting and coding data until theoretical saturation is reached (Willig, 2013). Sampling stops until saturation occurs (Bryant & Charmaz, 2007). Data saturation means that no new information (such as themes or categories) are collected during the interviews (Fusch & Ness, 2015). The number of participants included for the study was small (8 participants) and thus the risk of not achieving data saturation was unavoidable (Johnson et al., 2020). Achieving data saturation was challenging in that it might be unrealistic to apply to entire expatriate populations (Johnson et al., 2020). Participants in this study represented a variety of backgrounds, including expatriation, various managerial positions (mid-management to senior management), and varied sectors (automotive, IT industry, FMCG industry, consulting, medical technology, air transport). It was also difficult to get follow up interviews because of the work schedules and different time zones and notice period was required to schedule additional interviews. The Covid-19 regulation and global lockout of borders, which had considerable influence on

expats both in South Africa and globally, were further factors that limited data saturation (see limitations section 5.4).

Data collection may continue indefinitely if the event continues indefinitely according to Johnson et al (2020). For this study the depth of the data in terms of the richness of the information (rich data description) and the thick data description (quantity), (Fusch and Ness, 2015) from the sample provided adequate data to address the research questions and objectives (Unisa, 2016). To further enhance rigor the interviews were between forty-five minutes to sixty-two minutes in length. This also provided for different data sources and points of view have been used to ensure that the analysis showed that data saturation is valid (Fusch & Ness, 2015). In a descriptive stage, participants will never tell the same or exact story. Researchers do not replicate instances, but instead try to replicate instance characteristics (Bryant & Charmaz, 2007). At the thematic level, all the data should show a high value underlying trend which can be identified in various forms, such as a cultural pattern (Bryant & Charmaz, 2007).

3.11.18 Reflexivity

Ethics and reflexivity go hand in hand within every stage of the qualitative research process (Warin, 2011) which include: formulation of the research question, collection and analysis of data and drawing conclusions (Berger, 2013). As a researcher, my role in the intended study is to interpret information in the study (example, in the process section, introduction or other places in the study) of how the study informs my understanding and what is to be learned from the study (Cresswell, 2013). The fundamental problems in reflexivity is seeking a balance between risks and benefits that can be accomplished by practises of openness and accountability (Warin, 2011). Warin (2011) is suggesting that ethics in reflexivity means balancing the needs of the researcher and his / her responsibilities towards caring for and relations with the people who engage in research so that trust is preserved. Most codes of research ethics stress the need for the subject to have informed consent (Warin, 2011). Participants for this study issued their informed

consent prior to being interviewed. According to Berger (2013) reflexivity is situating the researcher as non-exploitive and sympathetic toward the research subjects.

The researcher assumed responsibility for her own situatedness within the research study and the impact that it could have on the environment, and people being examined, questions being asked, data collection and its interpretation⁸ (Berger, 2013).

Benefits and challenges of researcher reflexivity were by the following means (Berger, 2013):

- reflexivity as the researcher shares the perspective of study participants.
- reflexivity when the researcher has no prior knowledge or experience with what is being studied.

Corbin and Strauss (2015) concur the need to be self-reflective in reflective analysis by re-reading the coded interviews to (establish codes and themes), (Joubert, 2012), and explore aspects which display tensions, inconsistencies or contradictory codes. In addition to reading the memos to remember our immediate responses before and after the interviews and discussions while comparing the coding (Corbin & Strauss, 2015).

3.11.19 Serendipity

⁸ I was conscious that I was researching fields in which immediate recognition or direct experience is missing for expatriates and the management of their human resources (Berger, 2013). Therefore I become consciously conscious of my position as a student of my supervisors, the participants and of the principles of theoretical theory study to establish reciprocity with participants in order to equal and not to conduct research (Berger, 2013). The fact that knowledge is socially generated by people in the research project, which seeks to comprehend the complex environment of the experiences of the researchers, is a co-creation of meaning with the participants' experience (Mertens, 2010).

Willig (2014) has informed open-minded approaching of results. With the collection and analyses of data open to serendipity and versatility, researchers must be ready to pursue leads in the data, alter the data collection form and location to enable idea creation (Corbin & Strauss, 2015).

3.11.20 Demographic data of participants

This research consisted of a sample of 8 expatriates (two males and six females). The sample of participants included: AE, five – SIE's, one – Lead Expatriate Manager (prior work experience as a SIE), one - Global Talent Director (prior work experience as a SIE). The sample hierarchical level consisted of mid-managerial, senior managerial and top-managerial expatriates in various industries in global companies in the following industries - automotive, education-academia, management consulting and training and development, engineering and construction, FMCG, IT and High- Tech Software, Aviation and Healthcare. The occupational fields of participants were – Senior Buyer in Procurement, Lead Expatriate and HRM Manager, Assistant Professor, Senior Lecturer and Chief Operation Officer, Supply Chain Management – Supply Chain Planner, Chief Product Officer, Commercial Pilot and Global Talent Director. Each of these participants have prior and current years of experience working in other countries in addition to prior cross-cultural experience – South Africa, Japan, China, Korea, Thailand, UK and London, Philippines, Netherlands, Germany, Belgium, Kenya, Spain, Austin Texas, Cincinnati, Austria, Denmark, Egypt, Canada.

The first part of the primary data collection was to establish the participants demographics after consent was received. The participants were presented with the demographic document sheet which was used to establish demographics in terms: gender, age category, qualifications, occupation, working in this profession since, occupational field, country of residence, number of countries worked in, name of countries worked in, duration, marital status and other occurrences. The background questions from the document sheet included nationality and language skills. The aim of the document sheet was to develop a basic understanding of who the expatriates were as individuals and the expatriates career experience. Seven of the eight participants were given an activity sheet to illustrate life how life in the

host country has changed as time passed, how expatriates learned to function in the new environment as well as what changes they could identify in themselves. The researcher decided not to ask the last participant as their schedule was extremely busy and this participant had given the researcher two interviews the same day of which one was after work hours. The subsequent interview questions were to understand the expatriate's experiences in greater detail and how it affected the career and personal life of the expatriate.

Participants' data was anonymised for this study by using pseudonyms throughout the research procedure to safeguard them from harm (see section 3.11.2, page 150). For this study, participant pseudonyms P1-P8 were used. Refer below for Demographic data of participants, Table 3-3.

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Table 3-3 Demographic data of participants

Variable	Dimension	Numbers
Gender	Female	6
	Male	2
Age Category	30 - 35	1
	35 - 39	2
	40 - 45	2
	50 - 55	2
	50 – 55	1
Highest Qualification	Certification	2
	Bachelor's Degree	1
	Honours Degree	1
	Master's Degree	2
	Doctor of Philosophy	2
Ethnic Group	Black	1
	Indian	2
	White	5
Marital Status	Married	4
	Not Married	4
Parental Status	Children	5
	No Children	3
Other Countries Worked In	Austria	1
	Belgium	1
	Canada	1
	China	1
	Denmark	1
	Egypt	1
	Germany	1
	Japan	1
	Kenya	2
	Korea	1
	Netherlands	2
	Philippines	1
	Spain	1
	Thailand	1
	United Kingdom	4
United States of America	2	
Zimbabwe	1	
Industry	Automotive	1
	Engineering & Construction	1
	Education	1
	Consulting	1
	Medical Technology	1

Variable	Dimension	Numbers
	Retail	1
	Information Technology	1
	Air Transport	1
	Health Services	1
Languages (read, write, speak)	English	8
	Afrikaans	7
	Japanese	1
	Dutch	2
	Shona	1
	French	1
Managerial Level	Mid-management	6
	Top Management	1

3.12 Summary

In this chapter 3, the theoretical and philosophical assumptions in the field of study regarding expatriates and multinational corporations were examined. A discussion of the research design, methodology and ethical processes for this study was made. A summary of this chapter is presented in Table 3-4 through highlighting the major decisions made to conduct this research work.

Table 3-4 Summary of research design

Level of decision	Choice
Research paradigm – epistemological and ontological assumptions	Pragmatism
Research design	Qualitative
Research strategy	Semi-structured (individual and online) interviews, documentation analysis (written and recorded material, journals, memo writing and diaries) and informed consent interview sheets.
Organisations / specified criteria to delineate the target population	Expatriates, HRM Managers who manage expatriates, employed by a global organisation, have a minimum of one year experience and be willing to be interviewed individually.
Unit of Analysis	Individual interviews
Theoretical Framework	The conceptual framework was context-specific inquiry, within the context of career capital experiences of expatriates and HRM support within MNCs.

Next follows chapter 4 – presentation of results and discussion of results.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Introduction

In chapter 3, I described the theoretical and philosophical assumptions that I followed in this research study regarding expatriates and multinational corporations. Chapter 4 presents the data results and thereafter the discussion of the results. Expatriates play a critical role in subsidiary leadership, filling skill gaps, management and organisational development and, ultimately, in the success of international business ventures (Xie, 2020). Next, I present the research questions related to section 1.7, the interview questions that were used and the anchor code results as described in section 3.8.1. Then, in table format, I present the research results of the key themes and a brief summary of each theme.

4.2 Research results

4.2.1 Interview questions for RQ1

- What are some of the key characteristics/qualities you actively focus on developing in your career?
- What are some of the components that you look for when employing/marketing yourself in the global economy?
- Define a successful career capitalist in today's economy.
- What is the main reason for pursuing a global career? (internal motivations – personal motivations, self-development, gain knowledge, etc. + external triggers – rewards, competition, employment issues in your home country?)

Anchor codes were created for RQ1 as theme categories of the data to understand the interview question themes and help organise the codes accordingly. The anchor codes for RQ1 were as follows:

- Qualities and characteristics: This anchor code was created to understand what personal characteristic traits serve as components of career capital for expatriates.

- Employability in the global economy: This anchor code was created to understand expatriates' perceptions and understanding of employability in a global world, what they look for and how they go about employability as an expatriate.
- Successful career capital: This was to determine what was perceived as success regarding career capital.
- Motivations and expatriates: This anchor code gained understanding about personal and external motivations or triggers relating to expatriates choosing expatriate work.

4.2.2 Interview questions for RQ2

- Do you work as an assigned expatriate or self-initiated expatriate?
- Why did you choose to become an AE or SIE? Briefly describe your main reasons.
- What is your host country?
- What is your home country?

RQ2 was about understanding the differences between working as an AE and SIE and the reasons/motivations for choosing expatriate work. The researcher wanted to identify whether the participants worked as AEs or SIEs and how that process was structured by the organisation/s over their career trajectory. In addition, I looked for similarities between AEs and SIEs.

4.2.3 Interview questions for RQ3

- What is your accumulated career experience in the business context?
- How do the focus areas in career development change over time? How does career capital change over time?
- What are the challenges of working in a multicultural environment?
- What are the benefits of working in a multicultural environment?

RQ3 was about formulation of career capital experience over time in the global economy. The sub-questions aimed to understand expatriates' accumulated career in the organisation, industry, across countries or the business entirely. The aim was to determine how expatriates focus their career development over time, their experiences of working in a multicultural environment and awareness of the different country economic domains.

4.2.4 Interview question for RQ4

- What are the different forms of global work in your organisation?

The interview question for RQ4 was about differentiating the various forms of global work in MNCs.

4.2.5 Interview questions for RQ5

- How many expatriates do you manage who are on assignment or have managed?
- How long are the expatriate assignments (6 months or shorter, 1 year, 3 years or longer)?
- What procedures are in place to assist expatriates and their families?
- What have expatriates done when they were offered new assignments?
- How would a foreign assignment align with career development of expatriates within your company?

RQ5 was about how HRM supports/facilitates expatriate management in MNCs. These questions were designed to understand what HRM support was provided for expatriate management as the basis of discussion (Lamb, 2007). These questions were explored in terms of number of expatriate employees managed, the time frames of expatriate assignments, the procedures and processes in place to assist expatriates and their family in a new location in a new country, the determining

factors to be offered new assignments and what the company has in terms of aligning career development through expatriation.

4.2.6 Interview questions for RQ6

- How would you define a successful career capitalist, such as somebody who successfully manages their career? What do they do differently (of value) to enhance their career?
- What are the three top things of importance to building your tradability and being a successful career capitalist?

RQ6 was about differentiating career capital and the interrelationship between the components of career capital.

Next follows the presentation of the data results.

4.2.7 Conceptual illustration of key themes

Table 4-1 Key themes and verbatim evidence

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
RQ1 – What are the components of career capital for expatriates working in a global economy?	Career development progression, continuous learning, relevant skills, emotional intelligence (Anchor code: Qualities and characteristics)	Career development for expatriates evolves from having a true interest in their field and demonstrating excellent levels of general and strategic management, leadership and business acumen together with a solution and innovation orientation (Lamb, 2010). Dimensions: Managerial skills, develop many areas, career progression, prerequisites, new challenges and transferable skills, locus of control.	P2: <i>I got a real interest into immigration and then our business model was as such whereby we used expats from delivery centers to deliver solutions for clients and I was in a center of excellence that put together such ability for the organisation and I ended up growing my career working into the space of Africa for expats and later on I now manage a larger region, I manage Africa, middle east and Europe. Xyz...management are my passion, so, I really enjoy what I do.</i>
	Cross-culture communication (Anchor code: Qualities and characteristics)	It is necessary for expatriates to understand cross-cultural communication skills when working in different countries. Cross-cultural communication involves building relationships with people of other cultures. In culture communication there are language barriers, age perceptions, preconceived perceptions and the difficulty of learning another language quickly.	P3: <i>I think I definitely focus on communication skills because I work in a very international environment and I noticed that there are so many different ways and perceptions flying around and sometimes as a manager you, you think your message is coming across but it's always landing the way you think it is, so amongst students so for me cross-cultural communication is a big, you know.</i>
	Organisational learning (Anchor code: Qualities and characteristics)	Organisational learning occurs through learning new organisational	P1: <i>My role as an expatriate was to learn as much as possible about the</i>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
		<p>processes and new technology lacking in the home country, understanding strategic goals and developing strategic goals for the company to grow.</p>	<p><i>different markets and the environments of manufacturing and share that knowledge with my home country so they could implement processes that were lacking in my home country. I looked to learn new processes that I know my home country doesn't have. I try and learn as much as possible.</i></p>
	<p>Values and disposition (Anchor code: Qualities and characteristics)</p>	<p>Values and disposition in terms of balancing individual values with life's changing priorities.</p>	<p><i>P5: When that's the end goal of what it is what you're doing with your life every single day you experience corporate fatigue...you start to realise maybe this is also just a job. I'm at that healthy middle ground where you've got to question things, but you realise you do need a job; you've got to put food on the table and you also need a career that you can enjoy...caring more about developing of individuals and including myself.</i></p>
	<p>Stay relevant (Anchor code: Employability)</p>	<p>How to stay relevant in a career field, acknowledging the importance of career networks, career goals within a company, defined skill strengths, CV, technical skills, taking risks. Participants spoke about what they valued in an organisation – challenging work and support, team diversity, progression of the</p>	<p><i>P3: ...unique about me also is that at the level of organisations that I work in, typically they expect people to be very specialised in their industry. And what also makes me quite unique is that I am not specialised in a particular industry, I work across industries. And very often I find myself working with oh well, I can't</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
		company, learning new processes to implement, opportunities for travel and work ethic.	<i>say that, I have worked with really big organisations like the Dutch Railway System and KLM and Bon Electronics and ATNT so, we have worked on projects with large global organisations, but I have also worked with smaller companies and more entrepreneurial firms. And what I find more and more is that people don't know how to solve their problems in a methodical way. And so that's kind of the expertise that I bring. I understand processes, I understand theory, I understand the reality of situations and some-how I can really bring all of that knowledge together in a unique way to help companies solve their issues.</i>
	Organisation fit and employee value proposition (Anchor code: Employability)	Knowing the right organisation for you.	P5: <i>You make it very clear that your intention is to become an expatriate if you work in an MMC and then you work towards those goals with your HR team and your line manager till eventually at some point you've met all those goals and there's nothing holding you back and a role opens up internationally that suits you and then you move across.</i>
	Opportunism (Anchor code: Employability)	Identifying opportunities through awareness.	P8: <i>So I think for me what made it easier is by the countries I moved to again it was well thought out because</i>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	Work ethic, values and disposition (Anchor code: Employability)	Professionalism and ethical conduct in work value and delivery.	<p><i>I've got family there. I knew what I was signing up for. So for me it wasn't ... I actually enjoy it, the experiences.</i></p> <p><i>P2: Be professional, be a trustworthy person, if you say you're going to do something, you must do it. I would say there is technical skills to it and there are subskills to it whereby the subskills are more of who you are as a person and how you drive and how you conduct yourself and what your behaviour is.</i></p> <p><i>P8: ...the scope that presents and there is also a certain level ... there is a certain work ethic and governance you know that matters to me.</i></p>
	Agility (Anchor code: Successful career capitalist)	Allowing oneself to learn on the job, being able to expand skills and career and managing change.	<p><i>P1: So to be successful you must be able to adopt because things are changing daily now. So you need to adopt and you need to be quick in adopting. You need to be open to change, you can't just be stagnated and say no this is what we doing and it's the best because there is always some country with some person in an organisation that thinks differently and out of the box than what you used to. So you need to be able to adapt to that quickly.</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	Career capital components (Anchor code: Successful career capitalist)	Success in the career capital components, knowing-how, knowing-whom and knowing-why.	<p>Knowing-how P4: <i>I know how to bring disparate ideas together in unique ways, but I do it and then I move on.</i></p> <p>Knowing-whom P8: <i>Right you got to be able to be somebody who can engage otherwise how are you going to relate to people right? In other words you need to be able to influence across the organisation so this is a must.</i></p> <p>Knowing-why P6: <i>Because anyone can just do a job but if you really want to be happy and be successful you have to understand your strengths and weaknesses and take the career at heart for you.</i></p>
	Career experience with vision (Anchor code: Successful career capitalist)	Critical career experiences aligned with working towards long-term (5-year) vision.	<p>P2: <i>...and I think an employee must drive their own career.</i></p> <p>P7: <i>...as my flying progressed, I realised that for a young mother, being an airline pilot might not be the correct career so I looked for a career in aviation that would perhaps accommodate being a mother better...that's when I discovered the survey industry.</i></p> <p><i>So, very early on I thought I'd become a survey pilot because I could fly pilot, some days I could fly</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<i>and some days I couldn't and it worked very well.</i>
	Flexibility and work (Anchor code: Successful career capitalist)	Having a balance between work environment and life. Being able to give maximum value to the organisation while considering reduced working hours.	P2: <i>I would really want the option to work maybe reduced hours but still the organisation can get maximum value out of me. It's always going to be a give and take between an organisation and employee.</i>
	Knowledge and connections (Anchor code: Successful career capitalist)	Mix between knowledge that is needed and the ability to make connections with the right people – skills that can be applied to any industry.	P4: <i>I think successful career capital in today's economy is really, well it can be different things for different people actually. And, but it is always some mixture between the knowledge that is needed and the ability to make connections with the right people. And I know that is very general, but if you think about it, those words that I have said can actually be applied to any industry. So, and some people will be better at the connections part and some people have more knowledge. And it's really though, it is making sure that you find the right people. If you are the knowledge person and you're not good at connections, it's really important then that you find someone that you can partner with that is good connections and you can disseminate and you can make knowledge more usable.</i>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	Internal motivation (Anchor code: Motivational factors)	Personal motivations for working as an expatriate – personal motivation, seeking growth, challenging oneself, differentiation, conquer and aspirations.	P1: <i>Also it was a challenge for myself personally to see how I can adapt to new cultures and new environments.</i>
	External triggers (Anchor code: Motivational factors)	Outside influences or external triggers such as negative job situation.	P7: <i>The main motivation is that I am not ready to retire yet and my option is staying here, I'm basically not going to find employment that will certainly keep me and what we do in life yet and I'm looking for that overseas.</i>
	Opportunism - open to opportunities (Anchor code: Motivational factors)	Being aware of how different opportunities might lead to a different path.	P6: <i>...to be honest that time it was very difficult and at that time the UK was booming with IT careers. You know all that was going on and it was just really exiting to (a) travel and to get to a different country where the opportunities where going to be a lot greater.</i> P2: <i>I guess, you know, I didn't choose it, it just happened. I finished my studies and then got an opportunity to work in the UK at a big IT organisation and that sort of formed me, it had a big impact on my ethics work.</i>
	Learning and knowledge sharing (Anchor code: Motivational factors)	Continuous learning and knowledge sharing as exposure and richness of experience as motivation to take on global assignment.	P1: <i>I think I said this previously but I also want to be constantly learning. I don't want to be stagnated. So that is</i>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>my motivation to take a global assignment.</i></p> <p>P8: <i>So I would be educating them about Africa, sharing insights and I would be going and now because I've had that exposure wherever I may go I have that ... that richness of experience and exposure to tap into.</i></p>
<p>RQ2 – What are the contextual differences between AE and SIE?</p>	<p>Career development is outcome of talent management conversations (AE).</p>	<p>For AE, part of developing people is through career development which is linked to talent management. Career development occurs from clear, realistic discussions with your leaders about your potential and aspirations, with the outcome being the assignment. Career development also factors support through sponsorship.</p>	<p>P8: <i>...the assignment was the outcome of those conversations right. Of talent management at work in an organisation.</i></p> <p><i>So having had that conversation sometimes in companies ... companies will advertise jobs that anybody can apply wherever they are in the world. But because it had the sponsorship they were the ones who then came. Them knowing my interest that I want to do more. I'm ready to do more. I want to go out then they were the ones who then said now there is this opportunity.</i></p>
	<p>HRM and organisational support – company takes care of everything (AE).</p>	<p>AEs are given the full spectrum of organisational support: the company bears the cost, assists with international relocation and immigration, emergency support, family support, taxation issues, accommodation, schooling, vehicle.</p>	<p>P8: <i>The company takes care of everything. They organise the work permits, the Visa ...tell you how many trips you allowed back home back and forth. They put together a whole contract for you like in a case of an emergency the company takes that</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>responsibility to fly you back to your home country if there is an emergency.</i></p> <p><i>Also I was in Japan and they are prone to national disasters, so the company took the responsibility of ensuring me. They advised me that if I was in a national disaster they took the responsibility of ensuring me that my family back home was looked after. If I had to do that on myself as a self-initiated expatriate those are the things I would have to think about and there is like many more things I would have to think about and it becomes very difficult and costly as well.</i></p>
	<p>Motives for leaving (SIE)</p>	<p>Assessing factors and options that decide mobility as an SIE.</p>	<p><i>P6: I guess it would be self-initiated expatriate because I packed my bags and left on my own money and started my own career.</i></p> <p><i>P7: I was looking at option. There were a few options and when I looked at my options here, there aren't really in companies but what will impressed somebody. If I'm having to look outside the country for work, I have to initiate it myself. Well, look, I need to be able to get myself up so that I</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>could work overseas first and that requires a lot of things, getting qualifications, getting work on this, you can't believe it. The official that needs to happen, and only once that was in place could I look at considering alternatives of living as well as work and that's what I'm faced with now when I leave now for my next summer, northern summer, that's what I'm looking at and assessing, is it actually going to work? do I actually become an expat or not and only now am really qualified to make that assessment.</i></p> <p><i>P2: We have self-initiated whereby you identify a role in another country and, you know, either we provide immigration support or maybe you have a European passport, we can transfer you as such.</i></p> <p><i>P5: It was self-initiated. So, we'd always been mildly looking at opportunities within our respective companies and we were pushing. Purely internal; purely internal.</i></p>
	Expatriate identity and global citizen	Participants interpreted this question from a practical perspective, meaning the host country or home country	<i>P6: I guess my home now yes. I mean we're planning to stay here both our children are American</i>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
		<p>within which they worked or were born. Other perspectives were adopting a new personal identity and seeing themselves as global citizens.</p>	<p><i>Citizens so I guess yeah this is home now.</i></p> <p>P1: <i>My host country was Japan. Home country: South Africa.</i></p> <p>P4: <i>People ask where are you from? And when people ask me that question I look at them and I pause because if you ask me where I'm from, I'm from this world, I'm a global citizen. And that's not what people want to hear. People want to hear what country are you from.</i></p>
<p>RQ3 - What are expatriates' career capital experiences in a multicultural environment?</p>	<p>Culture</p>	<p>Culture experiences from acclimatisation, the challenges experienced in working in a multicultural environment as well as the different country cultures and processes; organisational culture. Culture also entails the value and positives from working in a multicultural environment.</p>	<p>P8: <i>... you align with how they do things in the workplace even socially. So you go in and you also do those things and then you adjust and that works well yeah. but then again sometimes if you are totally new to a country, new to a company then there is a whole mix that you are trying to acclimatise yourself with.</i></p> <p><i>Some people are sent to places where they don't know anybody and they don't have a support social network. some people ... you've actually just got to be proactive in terms of engaging.</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p>P4: <i>I think challenges are actually never really fitting in.</i></p> <p>P7: <i>...the multicultural thing is a huge learning curve in embracing that change.</i></p> <p>P8: <i>I think that is another thing that makes, that determines whether an assignment is successful or not right. Ja, so yeah there are different types of causes so there is the organisation. If you transfer- if you are moving within an organisation you would be familiar with it generally. And maybe what you are going to get is the local context right, but in terms of how they do things that which you ... you want be familiar to that... Culture Intelligence. So you have to intentionally learn how people do things there ... their customs, their traditions etc.</i></p> <p>P3: <i>...language is a very big barrier ... English to some extent but I've also recently read a very interesting note of our language institute where culture also shapes the words that we use, not only in our own languages but in the English language ... how</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>we interpret the same word or the same word message by somebody and I've noticed that's become, well for me as a manager also quite a challenge ... is that you communicate something in a low context very direct way which could be offensive to high context communicators.</i></p> <p><i>P1: You get to meet lots of different people. You get to understand different cultures and how they perceive things and how they practise things differently.</i></p> <p><i>P3: I think enormous creativity grows from it... diverse viewpoints, there, there's never a dull moment.</i></p> <p><i>P2: The benefit is, you know, you learn that your way isn't the only way.</i></p>
	Expanded repertoire of global competencies and scope of career experience	Global skills are acquired through scope of experience; these include technical skills, scope of experience gained by working in different countries, business functions, and length and breadth of sub-function.	<p><i>P8: And then that is when I made the move to come to South Africa. So when I can to South Africa I went into business school. I went into corporate education. That was sort of aligned to what I had been doing and then it is while I was there that I got approached by a mining company. So they were looking for someone with Africa experience. So</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>my previous experience in banking, in training I'd seen the work of about eight countries in Africa. So they saw that as ... and I'd also as much as I was a specialist in learning and development I was also like the second ... second in command to like the heads of HR. So I also did generalist HR throughout my time as LND as well. So that position being well and then there was a Pan Africa job. I liked that because again I was now expanding my scope from sub-regional to Pan Africa and I was now into a different sector after financial services. So within that mining space ... so first then I was an HR business partner. Then I got the opportunity to lead their shared services for recruitment across the region as well. Across many businesses and then much as I was heading up the shared services for recruitment there was then this opportunity. As I said I wanted to do more and this was when I joined the global design team that was working on this strategy for recruitment. So that is when I moved. So I did the role in South Africa with mining for four years. I was a business partner for two. I was</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>leading the delivery for talent acquisition for two and then I moved to UK and for another two years I was then working the global strategy team. It was now more talent broadly. Then I still stayed in that same team and went to work from Canada.</i></p> <p><i>P3: I've definitely expanded my, my repertoire or my little backpack of things that I have to offer in terms of global competencies there were company, checking African teaching side embarked on this journey. I started as a teacher or a lecturer at the University of Pretoria and in South Africa I did a bit of consulting here and there on psychometrics on the side and then I moved here and I find the opportunity to work at quite high level in different countries. I go to levels with mergers and acquisitions and cross-cultural training for managers and expatriates so I think my experience that I've gained has been, yah personally my own abilities to adjust back to different cultures and communicate effectively but also as a consultant dash trainer implementing that to</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>help other from a professional standpoint I think I've accumulated quite a lot of knowledge and experience. I've worked with some of the top management in the world that's given me access to and the insides of the boardrooms...I did quite a big project with the top eighty there. I've worked in Italy, I've worked in Lithuania, I've been to Belgium, lately I've been to Spain with Pepsico so I've got an exposure to some of the world's yah, largest Fortune 500 just through my job, I've had the opportunity to publish in the research internal experience in that sense, perhaps here is another able and higher education setting to apply what I've learned in the business world in terms of designing and re-designing modules....</i></p> <p><i>P5: ...regarding my particular acumen so I've pretty much worked up and down the length and breadth of the supply chain. So, I've been in all of the major sub-functions of supply chain for some period of time. My particular area of expertise is planning. So, it's kind of like looking to the future and making sure we are</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>geared up to supply the relevant demand because ultimately its business and we need to have stock where the consumers want it and when. That being said, you know, I have ten years of experience going onto 11 now working in probably South Africa's biggest FMCG; no definitely South Africa's biggest FMCG. So, you know, while its only 10 years in one organisation I feel being in an organisation which has such a wide diverse range of products I have made myself pretty relevant to any finished good organisation that isn't mechanical engineering based.</i></p>
	Align career goal with organisation goal	<p>Career goals need to be aligned with what a person wants to do and what opportunities are presented to them regarding how they want to grow their career. Performance review is part of the review process that the global organisation undertakes to meet international goals and objectives. International assignments and projects vary by sectors and industries.</p>	<p><i>P2: Now, that is a thing that is driven by yourself and obviously your department or your team or your management, so, first of all, your goals have to be in line with your department and the wider organisation where you're going and what you want to achieve as a group or a department and then you have to identify areas, okay, I want to achieve that.</i></p>
	Economic environment and labour market	<p>This entails the demand for skilled workers in different countries against low-skilled labour in developing</p>	<p><i>P1: South Africa we have lots of semi-skilled labour. That is the same with Thailand, that is the same with</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
		<p>countries. In addition, the economic environment involves automation and future work, as well as different country regions which facilitate labour mobility, immigration and expatriate taxation and unionisation.</p>	<p><i>China from my experience and Korea. Thailand not as unionised as well as we are.</i></p> <p><i>P2: Absolutely. I think, just for an example, the immigration and tax laws that we have in South Africa is very limiting, it limits us as South Africa to grow our economy ... There is currently changes that's going to happen and its going to, in my view, put us back, even more because it's going to make that less people can go and work overseas and bring back specialised skill ... But for me in my specific area, the local laws is pulling us back, it's not opening us up for growth in the economy.</i></p> <p><i>P7: ...if you look at the industry market place, it's very similar to what the pilots are earning as a survey, airline or charter pilot here in South Africa is what you would earn in Canada, its much the same with the exchange rate ... In the UK, I believe there are fewer jobs, more people for them but the salaries are higher (P7).</i></p>
	Anxiety and conflict over choices	Feelings of anxiety and conflict about the choices between building up new things and ideas and the desire to be	<p><i>P3: ...somewhere you make different choices than you would have... on the one side I'm finding myself in the</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
		<p>a parent and not lose out on that time. This reflects career stage and life phases.</p>	<p><i>conflict that I want, I still desire the challenge, I want to build up new things and the ideas in my head are far more than the time that I have in a day available.</i></p> <p><i>And on the other side I have this strong desire to be a mum and to be with my little ones and not lose this precious time that I have with them and well.</i></p>
	<p>Global company environment</p>	<p>Global company standardised working processes and procedures being similar across countries, the MNC strategy, mentor, the company performance management systems as well as leadership.</p>	<p><i>P1: Well in my organisation we follow a standard working procedure so what you do or your process in South Africa would be the same process that is being followed in Japan. They like I said we have a standard procedure and any department you go to, anything you do there is a procedure that you follow and you find that the people will follow that. Asian countries are noted for that. They will follow a set process ... For your career development we have ... we sign a performance agreement every year with the company, that is in South Africa and you also do it ... well I done it in Japan as well.</i></p> <p><i>So you wouldn't go to that ... you are given appointments with the mentor every three months and then the mentor would tell you okay do this if</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	Communication and perception barriers	Mixed or blurred perceptions causing communication barriers, expatriatism and global community are not well defined in the literature.	<p><i>you want to achieve that. You are not doing this, you said you ... you put it all in plan and you were going to achieve this. You not achieving it what is the problem maybe I can help you?</i></p> <p>P2: <i>Mainly a challenge understanding how people communicate. You have ten, twenty thousand emails coming in today and interpreting them can be difficult.</i></p> <p>P3: <i>...different senses of work ethic and responsibility, different levels of commitment to a team for example.</i></p> <p>P4: <i>And communication is a huge issue.</i></p> <p>P3: <i>...expatriasm is seen as an, as something for the elite, our global community is seen as something elitist, it's not for everyone ... I've got best from all sides from that particular group of thinkers who are not so much management thinkers but more in the social side of, of the discussion ... it's also under the umbrella of post-colonial mindset, things like that, why it is a privilege is one our biggest challenges people chat about in this</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>context ... lines are becoming very blurred in the literature about what's the difference between them ... expatriates can become immigrants but then the question also comes, the difference between self-initiated expatriates and for example refugees ... But if you speak to an immigrant which I have quite a few of those in my classes right now, they have the same desires as any other international sojourner, you know building a better life for themselves, making something of their career, giving them, their children opportunities.</i></p>
	Global/local mindset	<p>Mindfulness and awareness about differences in culture and how they influence how people think. Awareness about the world as an economy that exists with different people and cultures, expanding yourself beyond your family, city, town and even to the world.</p>	<p><i>P3: I find it difficult to answer because I'm quite a global citizen myself but what I notice going to people locally, also here in the Netherlands I live in a very small town where people are actually, they're not internationally minded, you know. They're local labourers, they work, you know like normal labour class jobs ... very interesting in the local discussion is that people now, they're busy with what's making life better in this moment here in this place where we're at in our little town and not so much busy with the bigger picture of,</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>you know global travelling ... my husband and I are the odd birds here that we fly so much and travel across borders all the time ... So I think it's the mindset difference ... find themselves feeling frightening by the global economy because they feel their local jobs are being affected and by foreigners coming in attacking their way of life, their way of culture.</i></p> <p><i>P5: So, the multinationals that I've been working for I've tried to harness economies of scale as much as possible because they are product driven organisations ... this is the cliché think global but act local which is to say really our products usually made in a very few super mega factories across the world and just the labels are changed to suit the language of whichever country you're in.</i></p> <p><i>P6: So you know you not stuck thinking locally, you're not just thinking about how you can sell to South Africans or Britain's, or Americans.</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	Different work ethic and productivity	Having certain discipline and focus and thus productivity. Globally the way people work is different across countries – some are more focused on work, whereas in other countries the work attitude is more relaxed.	P8: <i>So what I find globally though the work ethic is more ... is very different ... They really just focus on doing the work so I think productivity is higher ... It is more ... so you know how maybe you might just socialise in the workplace throughout the day. Right this is just a generalisation... I find sometimes you know overseas people don't have time for small talk. You just get there you do your work, and if you need to talk it's at lunchtime, at breaks.</i>
	Choosing where flexibility is supported	Choosing mobility also factored where flexible work is supported.	P3: <i>to be in a country where women are supported to work part-time or reduce their hours and that's what I'm choosing to do for this phase of my life in my career.</i>
RQ4 - What are the different forms of global work in MNCs?	Global companies have different forms of global related work	MNCs have varying forms of global work, depending on the kinds of opportunities that there are in the organisation and based on an assignment cost testament and assignment policy.	<p>P2: <i>For instance, from an offshore office and then you have people who is going onshore...they can be from Australia, Canada, South Africa, going into different projects... there is always going to be projects for two years to eight years whereby we're always going to need skilled people, no matter where they come from.</i></p> <p>P1: <i>...my company is mostly company initiated expatriates .</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p>P4: <i>So if I talk about at the university, at my university there are all three of those kinds of expatriates, right. There are self-initiated ones, like me, there are a few and then there are fewer flex patriates and the other one, the global ones that you talked about.</i></p> <p>P8: <i>Then the other type of expatriation is ... this happens more in other sectors like a fly in fly out ... So where he is kind of like on a rotational basis. So you go in for a particular period and those rotations differ. Some could go in for three months then out for one month. Or they could go for six weeks out for two weeks. You know it varies ... as well there is another concept that people who are career expats you find their role over from one expat assignment to another assignment ... So they are always moving country to country. So again there are some people who would just prefer to do that and they look out for those opportunities.</i></p>
RQ5 - How does HRM support expatriate management?	Expatriate numbers managed by HR department directly or indirectly	The numbers of expatriates managed are an indication of the extent of the expatriate function.	P8: <i>It could have been about maybe ten directly you know when I was probably an HR manager.</i>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p>P2: <i>So, at the moment, I have between seventy and a hundred assignees that I manage.</i></p> <p>P1: <i>We have an HR assigned to country expats and they would ensure that the expats are alright. They are not having any ... like when I was ... my HR lady would send me an email once a month. Hi is everything okay? Is there anything you need help with?</i></p>
	<p>Uncertainties and risks associated with expatriation</p>	<p>Career risks associated with choosing expatriate work for the expatriate and the company. There could be a mix of uncertain conditions to cause that assignment to be terminated. Companies and expatriates need to be well informed to identify associated career risks because even well-documented plans can fall through as a result of business changes, expatriate not wanting to return, sponsor no longer working in the organisation and then the job has terminated.</p>	<p>P8: <i>...because business has changed right so maybe you would have gone at the time when the business was doing well but things have changed and then by the time you have finished an assignment you may look back. Some people don't want to return from expat assignments. So, this is another thing people don't want to return because life out there is maybe better right, and they've adjusted.</i></p>
	<p>Teams on project assignments – lead teams on assignment</p>	<p>Working overseas as an AE requires understanding and competencies to</p>	<p>P8: <i>Teams I do manage. We travel with a group of people.</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
		manage projects and company goals, including as a senior manager in an overseas location.	<p>P1: <i>It depends who is the most senior person. The most senior person in that team would take the initiative to be the leader ... 90% of the time I was senior, so I would go with the group and then we'd take, lead the group basically in the right direction. Okay, we need to do this and this and today you need a plan and you need to achieve so much with that plan ... Generally when we go it's normally two to five people. It is not a big team...This would be teams in Korea, Japan, Thailand or China. If I had to go ... like example if I need to go on a business trip from South Africa to Thailand it generally is between two to five people that would go.</i></p> <p>P6: <i>So I had management responsibilities with team members from different countries.</i></p>
	Duration of expatriate assignments	Duration of expatriate assignments – such as permanent moves, intent of the assignment, one- to five-year moves, short-term assignments, etc.	P8: <i>So it just really depends on what the need is. Either for the business or for the individual right ... they vary I would say actually when it comes to expatriate there is what they call short-term assignments and long-term assignments ... Other</i>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>organisations maybe find the development organisations can do four years ... I think it depends on the level. But I think maybe three months to three years is a good range.</i></p> <p><i>P2: It can be anything between three months and five years. So, it depends on the intent of the assignment... they normally project assignments are between three months and two years ... then you have a corporate assignment or skills transfer assignment which are non-projects, so that's internal, it can be anything from one year to five years.</i></p>
	HR support for AE and SIE	<p>AEs are provided with a full spectrum of support regarding benefits support for living in a new/host country through an assigned HR mobility department. Support benefits for AE are package, family support for school fees, helping spouse to socially adjust (however, in some cases spouses not allowed to work), assistance in subsidising a vehicle, tax assistance, social security, medical aid, renew permits and flight arrangements.</p>	<p>AE</p> <p><i>P1: Sorting out the immigration for the expat and the family and times when ... sometimes they need to renew permits and all that.</i></p> <p><i>P8: They do that bit and the mobility function they would move the expat.</i></p> <p><i>P1: Well when you go on an overseas assignment there is an HR person who would look after your family that is there. So I think that is how it was previously ... the HR person from the home country contacts the company,</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
		<p>HR support and mobility for SIEs is much more minimal. SIEs arrange their own accommodation, cargo to another country, rely on own network to assist, start-up companies do not have full HR team, work is not certain after contract.</p>	<p><i>in example Japan, and tells them that they are sending somebody over to work as an expat for so many years. Please assist them with accommodation, a car, help them get their driver's licence if that person wants to ... if the person has family then also finding schools for their children. Generally the wives are not allowed to work, the spouses are not allowed to work as an expat when you go over. So finding like social groups where the spouses can join so they are not bored during the day and they have things to do as well.</i></p> <p><i>P5: They will also find a place for you to live in that's close to work and they will pay for that for at least, you know, a period of time until you find your feet ... They will help you find the next place you want to live in. They will help you find a vehicle. They will also subsidise the vehicle ... If you have children they will put them up in the best school in the local area and also subsidise that as well. The benefits are vast.</i></p> <p><i>P4: Typically an expatriate in a global company that's a lot of great support,</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>they get support with housing and moving and finding schools for their kids and all the things that you need, we have a [inaudible 46:49] new environment.</i></p> <p>SIE</p> <p><i>P7: Something as simple as that, if you had to go to, you don't know what the system is, you don't know what the procedures are, you need someone who is going to help you while there.</i></p> <p><i>P4: so I typically had to be creative and find that kind of support myself. So I had to find the schools for my kids myself, I had to find housing on my own, I had to, you know, arrange for cars and moving and take care of all of those things on my own.</i></p> <p><i>P7: I'd be so grateful somebody took all the nonsense of air tickets and bookings and getting cargo across there and that if I didn't have to do that, that is about the only thing. I don't really want to be sitting and planning and dates and flights and alternate flights and all of that stuff.</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p>P4: <i>I was always the one who was you know, doing the self-initiated thing, and so my companies were not as good at understanding what kind of support that expatriates need.</i></p> <p>P3: <i>I don't think we have a whole lot happening in terms of support ... We do support with the visas and housing applications, things like that so the technical procedure, immigration officers, things like that. We have some support systems in place if people, in terms of the employee wellness but that's just general for all staff but there's no specific programmes in place here for expatriate staff or their and definitely nothing for the families.</i></p>
	<p>Skills, capabilities and willingness to take on new assignments</p>	<p>Employer-employee expectations need to be aligned; decisions must be well informed to take on new assignments such as the candidate having the relevant skills, capabilities and willingness to take on new assignments, meet prerequisites prior to taking on the assignment, host country process support mechanisms, offer study support, open-mindedness.</p>	<p>P8: <i>If the individual is happy to continue and then in a different location is up to them to review and make a decision.</i></p> <p>P2: <i>I guess that would be dependent on their type of skill and the type of industry you work in. so, in the engineering industry, if you're going to be a construction project manager, we're going to have multiple construction projects. If you're good</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>at your job, we're going to always want to place you on a project, right? ... guess it would have to do with your track record, if you are good at your job and the business can, it works well for the business to use you as a resource and on the other hand, you're willing to take on new assignments, it's a win win for both organisation and the employee but yeah, it depends on what your business is and what industry you work ... knowledge type of assignment versus a project assignment whereby we would build your output to the clients.</i></p> <p><i>P1: So before they accepted us into the country, we had to write an international language exam to say that we understand because Japan is mostly Japanese speaking. They speak English but they are a very shy people they won't speak back to you in English. So, if you are going to Japan you need to learn the language. Need to learn to read, write and speak it. Most of your documents once you are there are also in Japanese. So that is some of the</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	Equality of assignments	Expatriate assignments should be given on an equal opportunity basis.	<p><i>things that we do before we go on assignments.</i></p> <p>P2: <i>It's really important when you set up assignments and let's say it's for a project, it's very important that there is an equality and people are given the same right because if one, people always talk, so if one person gets this and the other person doesn't, it doesn't go well.</i></p>
	Progression to senior levels on the hierarchy structure of the company for AE and localised leadership opportunities for SIE	Long-term expatriate assignments have positive outcomes for career progression for AEs towards senior levels in the structure of the company and leadership opportunities for localised SIEs.	<p>P1: <i>So when you leave your home country you go there and when you come back and within a two year period. So you leave on a platform, a certain hierarchy ... then on your assignment you need to come back in two years you should reach the next level in the structure of the company.</i></p> <p>P6: <i>You know within America the only reason it kind of aligned with my career development was because they wanted me local to be entire engineering team which would have led to more leadership opportunities for myself and that is why I decided to make that move.</i></p>
	Foreign assignment and career development of expatriates	Expatriates who work on foreign assignments are very experienced in the company. They have developed	P5: <i>Remember expatriates are very experienced within the company so they will develop those expatriates</i>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
		<p>a skill set that can be harnessed at global level, so it enables the company to bring in the best talent through their pockets of excellence. Global skills transfer means that the expatriate can apply the skills in another role in a different country location. Career development also implies being placed in a different market to learn how things are done or gain clients and give back to the business. Different locations and exposure and same skills apply. Assignments are for the purpose of project assignment and need of the business, therefore not a must for promotion but more a need for the project.</p>	<p><i>and also try and wring as much out of them as possible... cross pollination ... For example, you have a problem with planning so you will bring in someone from Japan. You have a problem with mechanical engineering you will bring in someone from Germany; for sales you would bring in someone from, you know, America. That sort of thing. So, the great thing about MMCs is that they harness the power of their global structure by bringing in the best talent they have from pockets of excellence.</i></p> <p><i>P2: So, we would support, first of all, by identifying what type of assignment is, so, what is the need of the business, why do they need this expatriate to go on assignment, based on that, we would put together an assignment cost testament based on the particular assignment policy ... So, I would say it is not a must for you to get promoted to be on assignment. So, you don't have to be on assignment to be able to be promoted ... sometimes a good career development way of doing that is to put somebody on assignments</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>so that he can be exposed to a different area in the world, so, instead of doing things just in the US, you go and look and see how things are done in Africa.</i></p> <p>P6: <i>Yes it did when I moved to US because I had to start dealing with at very much more a global level and I wanted that as part of my career skill set.</i></p> <p>P2: <i>It might be in different places but it would be the same skill that is going to be used.</i></p>
	<p>SIEs navigate their own career progression</p>	<p>SIEs navigate their own career progression as they actively seek out future possible opportunities. The negative is that there are no significant career development opportunities for SIEs in the company as they continue with the same tasks over and over.</p>	<p>P4: <i>...when you're a self-motivated expatriate then you see the opportunities and you think yes, I can do that because I can bring this value but I can also learn this new skill set or expand my skills.</i></p> <p>P6: <i>I would say no within our organisation. I mean really those people are at the level where it is just giving them an opportunity to work on project. I don't think any of the projects would have been something that is really growing their skills. You know obviously there is a bit of growth as you continue to do the</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>same task over and over again, but you know I don't think it was any drastic you know career development opportunities for some of the expatriates in our organisation.</i></p>
<p>RQ6 - Which career capital components build marginal value that is recognisable and relevant in the new world of work?</p>	<p>Career vision plans and learning through upskilling</p>	<p>Expatriates differentiate their career progression through having a career vision and calibrate the interest or lifelong passion with proactive goals and career optional plans, by identifying and observing opportunities at the right time and the deciding factors for choice of employer. Expatriates' career capital is enhanced between the link from career opportunities to the career social link mindset and the values expatriates bring to a company. Career success can be linked to job satisfaction, such doing work they enjoy and the work environment. Interrelationships could also account for credibility and trustworthiness. Differentiation occurs through continuously upskilling to remain relevant and through two-way learning.</p>	<p>P8: <i>You've got to have a plan of where you want to go and you might calibrate that as you go along right ... Depending on how things pan out. We need to have multiple options but you need to be quite intentional and very clear about what it is you want and what you don't want and the timing of some of these things.</i></p> <p>P1: <i>It is somebody that has a plan on what they want to achieve in their career ... procedures in place to reach that plan or that goals ... So it is somebody who has goals and they understand what they need to achieve to reach that goal and they put a plan in place...they know how to handle the best to achieve their goal.</i></p> <p>P3: <i>...make a career link between the value you bring to the company and, and the input as well the effect it will have.</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p>P6: <i>you know definitely keeping up to date with the latest trends and technologies is one.</i></p> <p>P2: <i>Second of all, being abreast of what's happening in the industry and within your area, to know if there is changes if you need to learn new things.</i></p> <p>P7: <i>By not doing my recency exams, not getting myself instrument rated, all of those things. To be a successful capitalist, you have to make sure you're on top of your game all the time, every single flight.</i></p>
	<p>Skills - competencies and proven capabilities</p>	<p>Expatriate work skills require an understanding of skills relating to self-awareness, being influential, social mentor skills, internal skills and soft skills. Skills competencies are achieved through a defined set of work goals that are actionable. Proven capabilities in terms of proven leadership and mentor capabilities.</p>	<p>P1: <i>I've also learnt lots of technical information that in my country we lacking that skill where you can understand different technical processes.</i></p> <p>P6: <i>I have myself proven as a leader and mentor of others...So not only am I good at the skills that I have but also having those soft leadership kind of social mentor skills.</i></p> <p>P3: <i>...communicate their skills and monetise their skills... And yah, somebody who, who is able to secure</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>jobs or, or yah job opportunities in different sectors that build on each other.</i></p> <p><i>P2: ...third thing is being self-aware.</i></p> <p><i>P4: I think that part of what makes me who I am is my ability to live in this ambiguity because if you find yourself in a different culture, there are lots of ambiguities and you can either really embrace that and that can help you go further that you can live in these ambiguities or you need this very clear like things are all really black and white and yes okay.</i></p>
	<p>Values, trustworthiness, ability and discipline</p>	<p>Values and professional integrity are underpinned by strong sense of responsibility, having realistic insights, trustworthiness and values coupled with the ability to maintain discipline.</p>	<p><i>P2: ...shows a certain point of your character and if you are professional and how you conduct yourself but it's not everything...So, I mean, that would be to be on time, to basically do as you will do. It's being professional and I think it does go with that to be credible, to be trustworthy, that is I think a very important thing if you say you're going to do something, you do it.</i></p> <p><i>P7: ...getting older and you cannot afford to lose your medical because that's losing your head, that's lifestyle</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>change. That is the discipline that you have to maintain and I would look for somebody with similar goals. If they call them and quite happy to go to Mozambique but want to spend the whole night at the bar and come to the airplane still blurry eyed, it's not going to happen again.</i></p> <p>P8: <i>I've got realistic insight.</i></p>
	<p>People and networks</p>	<p>Understanding people skills helps expatriates to become excellent networkers. Through people skills they are able to build networks with different people in different countries. The term 'networking' should be used with caution as it can be perceived disingenuously for one's career.</p>	<p>P1: <i>Also I've been able to build up a network with lots of different people in different countries.</i></p> <p>P5: <i>...because networking makes it sound like it's disingenuous.</i></p>
	<p>Career growth through learning agility, goal oriented and career experiences</p>	<p>The importance of learning agility, specifically two-way learning to achieve career growth and career goals. Career experiences change from company to company, from the job and from person to person.</p>	<p>P8: <i>In today's economy you've got to have learning agility... that served you well to get you to where you are today won't necessarily serve you will for the future.</i></p> <p>P3: <i>I think for me staying ahead of my game, making sure that my research remains cutting edge on everything, writing a book for example wouldn't hurt, running, consulting projects, I've high profile, yah, aligning with critical thinkers in the field, getting myself</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>invited as a key not speaker for example.</i></p> <p><i>P1: Ja like I know I want to be now in a more senior management because I'm in middle management ... know that to reach that senior management position I need to show or take on projects that I know that I could lead and lead successfully ... So an example of that is I currently taken on a project where I know challenge parts that we've got overseas and I also look at parts that we currently buying overseas.</i></p>
	Keep skills relevant	Continuous learning requires an alignment between continuously learning on the job in balance with continuing to be current with career-related skill sets, knowledge and industry trends – skills, experience and knowledge.	<p><i>P8: So you always got to be continuously learning so just learning on the job. Stay in to what is happening out there.</i></p> <p><i>P5: So, it's experience, it's education.</i></p> <p><i>P4: Knowledge, skills, experience.</i></p> <p><i>P6: You know aligned with the trend of what is going on in the industry.</i></p> <p><i>P7: Your health because if you haven't got health, none of it...your skills and your recency, your qualifications.</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	Leadership and mentoring skills	Leadership skills are interrelated with mentoring skills to show the ability to bring the right people together and are not just seen as a single entity solely working on tasks.	P6: <i>And probably having you know leadership and mentoring skills so you're seen as not just a single entity just working on tasks. Showing that you can actually bring the right people together, you can mentor them, you can help them with their career growth. You know proving that you can and you have those leadership skills.</i>
	Being commercial and personal propositions (employee/employer value proposition)	Differentiation in terms of having personal propositions and awareness of personal branding relative to commercial astuteness about how people see you and how you profile yourself. Personal proposition correlates with ethical values of personal integrity. Being commercial differentiates how you establish yourself as an expert in the field. Examples of personal propositions mentioned were how strategic thinking improved the growth of a company, proven results; a negotiator, in terms of knowledge and experience, has a lot to offer as an expert in the field.	<p>P8: <i>...you got to have a brand, a personal brand and a personal propositions right. So in terms of you need to be able to say who am I and what value do I bring.</i></p> <p>P6: <i>I think having evidence of how your strategic thinking and input has resulted in the growth or the improvement of a company ... I think having some proven results is good because anyone can always say hey I'm in this strategic kind of department of the organisation but having something that you can actually have evidence.</i></p> <p>P3: <i>I think to be more commercial in how I sell myself because I'm not a very commercial person and I'm</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
			<p><i>trying to establish myself as an expert in the field and I think I've yah, taken enough steps in the right direction.</i></p> <p><i>P7: ...it's your personal integrity.</i></p>
	Job satisfaction, organisation and culture fit	Job dissatisfaction and turnover. Organisation and culture alignment and values are key choices for a person being happy in a workplace and choosing that company to work for.	<p><i>P5: You know, if you're not enjoying the job, people won't do it anymore, as opposed to back in the day, whether you're enjoying the job or not, you stay at the company?</i></p> <p><i>P4: ...if you have similar values to that organisation is absolute key to someone's being happy and able to work in that place. And I think that very often people forget that they have a choice, that it is their choice, they are also choosing for that organisation, it's not only that that organisation is choosing them.</i></p>
	Digital capability	Embracing and living in the digital age. Digital capability is a needed skill as things are becoming digitised everywhere in our lives.	<p><i>P8: ...another one I would say is the capability we all need is the digital capability because we're now really in the digital revolution ... It is changing everything so in our lives everywhere even you know things are becoming digitised so whether we like it or not we've got to get into that mood of things.</i></p>
	Negative perceptions of career capital concept. Expatriate work	Career capital concept was negatively perceived. However, life	<p><i>P5: There isn't such a thing as pure career capital anymore. My opinion of</i></p>

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	roles and corporate roles need to be facilitated.	capital and the expatriate job role could be reflected as well-being of expatriates.	<i>course, in here it's all about life capital now as you call it, and the expatriate job, the expatriate role and the corporate roles that you do need to facilitate that.</i>
New insights	Is expatriation sustainable or valuable for an organisation in the future?	Expatriation concept - is it sustainable or valuable in the future? Can the expatriate assignment also be viewed as successful in terms of the objective?	P8: ... then see maybe even if this whole expatriation concept something that will ... that is sustainable or valuable in the future ... But maybe I think with all of this I think you need to probably just look at the success of expat assignments. So, to say what is the objective, so you were asking me a lot from the part of the individual perspective but why would companies you know invest in expatriation and what is the success rate of that. So maybe that could be something else you could look at in the future and then see maybe even if this whole expatriation concept something that will ... that is sustainable or valuable in the future. Or maybe now if you look at how the world of work is becoming so virtual then the people need to uproot themselves or they can just contribute their skills from whoever they are.

Research Question	Theme	Theme Description	Examples of Verbatim Evidence
	Virtual work and performance	If the world of work is becoming virtual, then people need to uproot themselves or can they contribute their skills from wherever they are?	<i>P8: Or maybe now if you look at how the world of work is becoming so virtual then the people need to uproot themselves or they can just contribute their skills from wherever they are.</i>

4.2.8 Aggregated themes from research findings

Next I present the aggregated themes for each research question in table format and then I discuss the results linked to the literature. Files refer to the number of participants. References refer to the paragraph content that was coded as per line-by-line coding.

4.2.8.1 Aggregated themes for RQ1

Table 4-2 Aggregated themes for RQ1

Anchor code	Theme	Files	References
Qualities and characteristics	Theme 1: Harnessing career development progression - continuous learning, self-awareness, understanding the industry, upskilling and reskilling	8	34
	Theme 2: Understand cross-culture communication in an international environment	3	10
	Theme 3: Organisational learning by improving oneself and helping the strategic thinking of the company to grow	2	5
	Theme 4: Values and disposition	3	6
Employability	Theme 1: Be actively relevant and engage with a community of people with similar skills	3	5
	Theme 2: Organisation fit – know the right organisation for you	3	9
	Theme 3: Opportunism and future possibility identification	3	4
	Theme 4: Work ethic, governance and values and disposition	2	2
Successful career capitalist	Theme 1: Agility	4	8
	Theme 2: Career capital components	7	47
	Theme 3: Career experiences and vision	6	23
	Theme 4: Flexible work and still able to give maximum value to the organisation	1	3
	Theme 5: Knowledge and connection	1	1

Motivating factors and expatriates	Theme 1: Internal/personal motivation	5	27
	Theme 2: External triggers	2	2
	Theme 3: Opportunism – open to opportunities	4	6
	Theme 4: Learning and knowledge sharing	3	4

NB: Frequency of responses for all the themes are listed in rank from highest to lowest.

4.2.8.2 Aggregated themes for RQ2

Table 4-3 Aggregated themes for RQ2

Anchor Code	Theme	Files	References
Assigned expatriates		3	41
	Theme 1 Assigned expatriate career development outcome from talent management conversations	1	11
	Theme 2 HRM and organisational support – company takes care of everything	1	9
Self-initiated expatriates		6	26
	Theme 3 SIE motives for leaving		
	Assessing official factors and options that decide mobility as SIE	2	9
	Work opportunity offered after studying	1	3
	Grand plan did not work out, yet worked out in the end	1	3
	Economic uncertainty	1	2
	Purely intentional	1	2
	SIE opportunity offered where a job role is identified	2	5
	Theme 4 Home country or host country – expatriate identity and global citizen	4	13

4.2.8.3 Aggregated themes for RQ3

Table 4-4 Aggregated themes for RQ3

Anchor Code	Theme	Files	References
Culture	Theme 1 Culture	8	148
	Acclimatisation	4	17
	Acclimatisation	3	7
	Social support	2	7
	Fitting in	1	3
	Not fitting in	1	3
	Benefits of working in a multicultural environment	8	46
	Diversity of experiences	7	28
	Diversity of experiences	4	10
	Cultural awareness	2	5
	Exposure to different cultures facilitates continual expansion	2	5
	Belief systems	2	4
	Capability to work and communicate as a team	1	2
	Religious beliefs	1	1
	Social capital	1	1
	Learning	7	17
	Learning curve	7	12
	Country and organisational culture	1	5
	Culture and process changes in different countries	3	18
	Culture shock and adapting to new country systems and processes	1	1
	Challenges of working in a multicultural environment - culture barriers	8	67
	Diversity	6	15
	Religious cultural practices	1	12
Attitude issues	3	10	
Language barrier	3	8	
Organisational culture challenges	3	8	

Anchor Code	Theme	Files	References
	Cultural awareness	3	5
	Cultural intelligence	1	3
	Culture in a country	3	3
	Rigid culture	1	3
Global competencies & experience	Theme 2: Expanded repertoire of global competencies and scope of career experience	8	79
	Apply accumulative skills	1	1
	Developed capability to adjust back to different cultures and communicate effectively	1	1
	Entrepreneurial skills - career progressed from simple developer to C-Level executive	1	1
	Expanded global scope of experience by working in multiple sectors and functions at regional level, country, continent and different countries	1	1
	Expanded repertoire in terms of global competencies - consulting, mergers and acquisitions, cross-culture training for expatriates and managers	1	1
	Expanded scope from sub-region to continent to different sectors - led to leadership across the region as well	1	1
	Having to reskill and upskill in a new country - costly - short term is allowed and long term to reskill	1	1
	Joined global design team working on strategy for recruitment	1	1
	Realisation of career	7	22
	Scope of experience and technical skills by countries and business functions and length and breadth of sub-functions	8	46
Skills and experience are advantageous because of many learning curves to solve problems and make decisions	1	1	

Anchor Code	Theme	Files	References
	Transferable skills	1	1
	Upskill in a new country	1	1
Alignment of goals	Theme 3: Align career goals with organisational goals	7	69
	Align career goals with organisational goals	1	3
	Career-focused goals	5	19
	Individual domain	3	22
	Learn something new and move on	2	3
	Locus of career development responsibility	2	2
	Mentor	1	1
	Personal factors	3	3
	Self-awareness	3	13
	Self-reinforcing	2	3
Economic environment	Theme 4: Economic environment	7	50
	Automation and labour intensive	2	10
	Certain countries facilitate mobility	2	13
	Economic environment of different countries	5	18
	Immigration and tax laws	1	3
	Industry earning	1	2
	Unionisation	1	4
	Unions	1	3
Choice Conflict	Theme 5: Anxiety and conflict over choices	7	46
	Anxiety	2	9
	Career phase and life stages	2	7
	Conflict over choices made	2	10
	Lack of career support and too much selfishness	5	18
	Reality of corporate life	2	2
Global company environment	Theme 6: Global company environment	7	27
	Global company standard procedures	4	17
	Global environment domain - country and organisation procedures	2	6
	Processes	2	5

Anchor Code	Theme	Files	References
	Global company processes	2	3
	MNC strategy	1	2
	Mentor	1	2
	Performance management	1	2
	Complication is a benefit to learn about the outside world and work with different cultures	3	4
	Organisation	2	2
	Multi-cultural organisation	1	1
	Subsequent organisations	1	1
	Valuable to work with people from different countries	1	2
	Leadership	1	1
	Systems not the same	1	1
Communication barriers	Theme 7: Communication and perception barriers	3	23
	Perceptions	1	19
	Blurred perceptions of expatriatism and global community	1	10
	Career and life phase	1	8
	Perceptions of people even go as far as voting	1	1
	People communication barriers	3	4
	Communication barriers	3	4
Global/local mindsets	Theme 8: Global/local mindsets	4	15
	Global mindset	2	8
	Cliché - act global think local	1	6
	Local mindset	1	4
	Mindsets	2	3
	Global mindset - local mindset	2	3
Work ethics and productivity	Theme 9: Different work ethic and productivity	2	10
Flexible work	Theme 10: Choosing where flexibility is supported	1	1

4.2.8.4 Aggregated themes for RQ4

Table 4-5 Aggregated themes for RQ4

Anchor code	Theme	Files	References
Forms of global work arrangements	Theme 1: Global companies have different forms of global work arrangements	8	59
	Different global companies offer different forms of global work	7	29
	Flexible form of work	2	10
	Assignment	1	6
	Assignment cost testament	1	1
	Assignment policy	1	1
	Good assignment	1	1
	Assignment package	1	1
	Corporate assignment	1	1
	Project assignment	1	1
	SIE work	2	3
	Assigned expatriate work	1	3
		Rotational basis	1
Rollover assignments		1	2
Remote working		1	1
Virtual work		1	1
Fly in, fly out		1	1

4.2.8.5 Aggregated themes for RQ5

The aggregated results were analysed into 17 emerging themes from the coding process which was specific to the sub-questions. The data results from RQ5 were further aggregated for similarities in the data patterns and then consolidated into ten broader themes. The consolidated themes are listed below in Table 4-6.

Table 4-6 Overall aggregated themes for RQ5 (10 themes)

Theme	Name	Files	References
Theme 1	Expatriate numbers managed by HR department directly or indirectly	8	32
Theme 2	Uncertainties and risks associated with expatriation	1	13
	Family maladjustment	1	3
	Health and safety factors	1	3
	Expatriate contracts – expatriate work is not certain when the contract is over	2	3
	Cancelled assignments as they were about to leave	1	2
Theme 3	Teams on project assignments - managed teams on assignment	1	4
Theme 4	Duration of expatriate assignments	7	24
Theme 5	HR support for AE and SIE		
	AE: Assigned HR support in host country	5	27
	SIE: Minimal HR support for SIE	5	20
Theme 6	Skills, capabilities and willingness to take on new assignments	7	22
Theme 7	Equality of assignments	1	1
Theme 8	AE progression to senior levels on the hierarchy structure of the company; localised leadership opportunities for SIE	3	5
Theme 9	Foreign assignment and career development of expatriates	3	12
	Career goals aligned with organisation	3	11
Theme 10	SIEs navigate their own career progression	3	6

4.2.8.6 Aggregated themes for RQ6

Table 4-8 Aggregated themes for RQ6

Anchor Code	Theme	Files	References
Career vision	Theme 1: Career vision plans and learning through upskilling	7	37
	Career vision or plan	4	11
	Making the right choices	1	1
	Learn your strengths and weaknesses	1	1
	Two-way learning	1	3
	Lifelong passion	1	4
	Upskill and know the industry to remain relevant	4	4
	Observe opportunities	2	8
	Career	5	6
	Career opportunities and social link	1	1
	Negative perception of networking for the sake of career progression	1	1
	Career plan with options	1	1
	Career link and value you bring to the company	1	1
	Career success means happy to go to work - enjoy my job and working environment	1	1
	Career ability or credibility as in trustworthiness	1	1
Skills	Theme 2: Skills - competencies and proven capabilities	8	18
	Self-awareness	5	5
	Influential	2	4
	Social mentor skills and soft skills	3	4
	Firstly skills	1	1
	Social mentor skills	1	1
	Internal skills	1	1
	Soft skills	1	1
	Competencies	2	3
	Proven capabilities	1	2
Values	Theme 3: Values, trustworthiness, ability and discipline	5	15
	Sense of responsibility	2	5
	Realistic insights	2	3
	Professional and trustworthy	1	3
	Values and ability	1	2
	Maintain discipline	1	2

People and networks	Theme 4: People and networks (link to social capital from HR digitisation)	5	10
	Networking	2	2
	Excellent networkers	1	1
	Regarding networking	1	1
	People	2	2
	Different people	1	1
	Recruitment and people knowing their career story and future	1	1
Career growth	Theme 5: Career growth through learning agility, goal oriented and career experiences	4	19
	Learning agility	3	9
	Two-way learning	1	2
	Career goals and realistic action	2	6
	Career experiences	1	4
Stay relevant	Theme 6: Keep skills relevant	5	16
	Skills	5	14
	Skills being relevant	5	12
Leadership	Theme 7: Leadership and mentoring skills	1	2
	Mentoring skills	1	1
	Leadership skills	1	1
Employer Value Proposition	Theme 8: Being commercial and knowing your personal propositions (employee value proposition)	4	12
	Being commercial and personal branding	3	7
	Personal integrity	1	3
	Awareness of your capabilities	1	2
Job satisfaction	Theme 9: Job satisfaction, organisation and culture fit	2	3
	People won't stay in a job they are not satisfied with any longer	1	1
Digital capability	Theme 10: Digital capability	1	2
Negative perceptions	Theme 11: Negative perceptions of career capital concept	1	2
	Expatriate work roles and corporate roles need to be facilitated	1	2

Next follows the discussions on RQ1 – RQ6.

4.3 Discussion of RQ1

4.3.1 Career development progression

In terms of key qualities and characteristics that expatriates actively focus on in developing their careers, the interviews highlighted career development and progression as most important (8 participants (files), 34 references). The related sub-themes linked to career development and progression were continuous learning through learning agility, self-awareness of career skills and industry-relevant skills and knowledge. There was literature to support and oppose these research findings.

The data analysis was guided by DeFillippi and Arthur's career capital theoretical framework from which "intelligent careers are made" (Brown & Wond, 2019). This theoretical framework for understanding the career capital approach comprises three elements of knowing, namely knowing-how, knowing-why and knowing-whom (Lamb, 2007). Baruch (2006) uses the term 'intelligent career', which encompasses the qualities a knowledge worker would require to manage their careers effectively.

The data shows that career development corresponds with the knowing-how competency of career capital. According to DeFillippi and Arthur (1994) and in line with these results, expatriates develop a wide range of career-related professional knowledge and skills that may be useful in other organisations, business fields and countries (Ortlieb, Winterheller, Besic & Scheff, 2017). Social skills are included in the knowing-how competency as skills related to teamwork, communication, respectful social interaction and personal skills that facilitate self-reflexivity, autonomous action, independence and goal orientation (Ortlieb et al., 2017). Career development is the process by which a person directs their own career path by making choices to gain more knowledge and skills to advance in each career (Nicks, 2016). Career development is a key factor in accepting an assignment for expatriates and the knowledge they gain while abroad (Nicks, 2016). DeFillippi and Arthur (1996, cited in Lamb, 2007) describe the career competency of knowing how to incorporate job-specific, tacit and explicit knowledge and skills. This career competency is portable, transferable and flexible, as well as applicable in the global context (Lamb, 2007). The link between careers and development is supported in the literature, which states that expatriation is the single most effective tool that

organisations have (McNulty & Brewster, 2019, p. 49). According to McNulty and Brewster (2019), the knowing-how competency has been applied to expatriates' acquisition and development of expertise and tacit and explicit knowledge that enables the individual to perform in their job. The knowing-how competency is the acquisition of knowledge and technical expertise, experience and soft skills. Expatriates enhance their career capital and increase their experiences of international mobility by following a succession of global work from one location to another (McNulty & Brewster, 2019, p. 51).

4.5.1.1 Continuous learning

A study conducted by Ortlieb et al. (2017) on international trainee programmes found that learning strategy has the greatest impact on career competencies. Their research indicates that the knowing-how competency stimulates the process of organisational and individual learning, but the extent to which the organisation learns and the content of learning depend on what staff members consider relevant. For expatriates and other types of global leaders, both learning agility and a learning orientation are critical in adapting to different and ambiguous cross-cultural situations (Porter & Tansky, 1999). In identifying reasons for expatriate failure, research by Henson (2016) indicates that the ability to learn quickly and to adapt is an important factor that influences success or failure. Henson (2016) defines learning agility as “the ability to come up to speed quickly in one’s understanding of a situation and move across ideas flexibly in service of learning both within and across experiences”. With regard to the results about leadership (6 files, 10 references), learning agility was found to be an important global leadership competency, given the complex and ambiguous situations that global leaders face as well as predicting future potential (Henson, 2016). Individuals who have the foundational requirements, dispositions and competencies could still fail if some of these contextual factors are not present or where the situational demands do not fit the individual’s strengths. This is consistent with Henson (2016), who suggests that “a well-designed system filled with ordinary—but well-trained—people can consistently achieve stunning performance levels.

4.5.1.2 Relevant work skills

DeFillipi and Jones (1996) expanded on the work of DeFillipi and Arthur (1994) by introducing three additional career capital dimensions. The first component is knowing-what, which is described as having a strong awareness of the industry and firm in which a knowledge worker works. This includes the ability to identify threats, opportunities and industry criteria to be met for career progression. The second dimension, knowing-when, is timing related. Timing is a critical aspect in knowledge workers' decisions on career moves, projects to be involved in and opportunities to exploit. Incorrectly timed career moves can limit career progression. The last dimension, knowing-where, is understanding the optimal level from which to enter a new industry or move to a different firm (Mzila, 2017).

4.5.1.3 Emotional intelligence

Lamb and Sutherland (2010) identify two more dimensions of career capital, namely emotional maturity and intelligence, and action orientation. The emotional maturity dimension relates to self-awareness, locus of control and social skills; the action orientation dimension deals with context-appropriate decision-making ability, innovation in the approach to making decisions and achieving results, and the ability to take the initiative in driving the achievement of business results (Lamb & Sutherland, 2010, Mzila, 2017). According to Brown and Wond (2019), the notion of self-knowing is not new to career theory. The career capital framework was revised by Hirsh (2008) to encompass the knowing-self aspect in the individual career planning model – an understanding of self and belief in a person's own ability with personal drive to want to make things happen, which includes self-awareness, self-confidence and motivation. The new career capital framework (empirically based rather than conceptually based) focuses on organisational role transitions and offers a better fit to a specific role transition context, emphasising the need for a broad, flexible skill set, intra-organisational network and access to the potential of resources available through structures. This echoes Bordieu's social capital stance (1986).

4.5.1.4 Reskilling

Global managers that manage corporations with units in several countries will need to have skills that will transcend those of local managers, or even international managers (Aschkenazi, 2016). Cerdin and Brewster (2014) and later Aschkenazi (2016) introduced the idea of talent management of managers especially groomed for international senior management. They would be people who have lived in more than one country, speak more than one language and are able to develop cultural intelligence. Based on DeFillippi and Authur (1994), the resource-based view of career competencies maintains that the three ways of knowing, specifically knowing-how, of career capability provide an individual with career-relevant skills and work-related knowledge and understanding that is needed for performance (Jokinen, 2010). Updating of skills is crucial to be competitive in the labour market and leading companies are embracing a continuous learning approach, helped by the learning technology that allows them to create an always-on, collaborative and curated learning experience to better reach their employees. Previously, employees learned at work the skills needed for an entire career; however, now in the digitalisation era, a career consists of continuous learning through constant skills development, updating of employees' knowledge to the latest techniques available and learning how to work with the inclusion of artificial intelligence and other technological tools. Global organisations such as GE and IBM are building internal massive open online courses (MOOCs) and networks of internally developed content to enable employees to shop exactly for the training they need. Prioritising and focusing the reskilling and upskilling of employees that are currently performing high-value roles is a way of strengthening the company's strategic capacity. A survey by Mercer focused on critical skills, and the future of work was said to be skill driven as organisations become flatter and more digital. The capacity to update and renew these skills will therefore ensure long-term employability and the possibility to work for multiple organisations (Rossier-Renaud & Meier, 2018).

4.5.2 Cross-culture communication

Understanding cross-culture communication in MNCs with diverse cultures is mentioned in the literature as the most important issue and results in difficulties in conducting international business and IHRM because of the differences encountered in various countries and MNC cultures (Briscoe & Schuler, 2004). People's different values, beliefs and behaviour patterns are critical in all aspects of international business, for example in activities such as cross-cultural negotiations, sales interactions between people from different countries, management of performance of employees from different countries, understanding and treatment of contracts between firms from different countries and all HR responsibilities, such as staffing, compensation, training, labour relations and performance appraisal (Briscoe & Schuler, 2004).

Perfect communication is never the easiest between two people of similar backgrounds and experiences, so it can become extremely difficult for global managers without developing the required intercultural communication skills (Henson, 2016). As senders of communication messages, global managers need to understand that the content of their communication has to be clear, but they also need to pay attention to the context of their communication (Arasaratnam, 2014). This means paying attention not just to what they say, but also how they say things—the non-verbals. As receivers of messages from their counterparts in other cultures, global managers need to build their listening skills. The Oxford Economics research survey (2012, cited in Henson, 2016) of 350 HR professionals from around the world predicted that interpersonal and communication skills (co-creativity and brainstorming, relationship building, teaming, collaboration, oral and written communication) and global operating skills (ability to manage diverse employees, understanding international markets, ability to work in multiple overseas locations, foreign language skills, cultural sensitivity) will be skills in the greatest demand over the next decade.

The knowledge-based view has shown the link between knowledge transfer and expatriation of the national culture of subsidiaries of AEs and SIEs. This theory suggests that knowledge transfer is one important process by which companies can make the knowledge of individual employees contribute to their business

development objectives (Shao & Ariss, 2020). The knowledge-based view of a company explains a company's competitive advantage and employees as sources of knowledge that contribute to a firm's business development objectives (Shao & Ariss, 2020). AEs are specifically assigned to transfer knowledge of global business practices to subsidiaries in order to improve the business development of subsidiaries. When AEs repatriate to headquarters, they may also transfer knowledge regarding business practice and the national culture of subsidiaries to headquarters for the sake of facilitating global business development at headquarters (Shao & Ariss, 2020). As sources of knowledge that can contribute to company business development, SIEs also have the potential to transfer knowledge. The knowing-how aspect in global careers also includes knowledge of cross-cultural communication skills (Suutari & Mäkelä, 2007). The knowing-how career capital business information can easily be codified as explicit knowledge, whereas knowledge related to skills is tacit. The cultural dimension refers to understanding cultural values manifested through communication styles, which can be barriers to perceiving, analysing and decoding messages (Henderson, 2005). Internal training, coaching and development within high commitment HR practices facilitate the development of shared languages within organisations (Collins & Smith, 2006). Shared language is a common set of linguistic terms, symbols and understanding used by individuals within the same organisations to communicate effectively with one another (Nahapiet & Ghoshal, 1998).

4.3.2 Employability

The themes under this anchor code are engage with relevant people, organisation fit (organisational corporate sense), opportunism and work ethic. These themes were confirmed in terms of internal employability and/or perceived employability (or perceived marketability) and external employability. Employability represents a form of work-specific active adaptability that enables individuals to identify and realise career opportunities through proactive adjustment to work and work opportunities (Bucker et al., 2016). There are three dimensions to employability: career identity, personal adaptability and social and human capital (Fugate, Kinicki & Ashforth, 2004). Similarly, the Protean career concept identifies employability dimensions to incorporate an identity perspective, a competency perspective and a social capital perspective, which are important factors in the international work

context (Makela, Suutari, Brewster, Dickmann, & Tornikoski, 2016). Employees' perceived marketability or perceived employability entails the career outcomes of the employees' potential and perceptions regarding their added value in the labour market and is a critical source for managing their own career (Makela et al., 2016, Bucker et al., 2016). Employers perceive people as employable when they make positive contributions, have interpersonal skills, their values are compatible with those of the organisation and they exhibit ambition and drive (Bucker et al., 2016).

4.5.3.1 Being relevant and engaging with a community

The theme of being relevant and engaging with a community of people with similar skills confirms that the quantity and quality of social relationships can be beneficial to a person's work and career (Makela et al., 2016). Consistent with this is the Protean career perspective which is in line with the knowing-whom career aspect, which involves intra- and extra-organisational networks, individual reputations, mutual obligations and information sources that careerists have (Parker, Khapova & Arthur, 2009). The utilisation of knowing-whom career capital can be more problematic in international careers than in domestic ones (Makela et al., 2016). Employability and knowing-whom capital may relate to the nature of the international career context in which the structure of networks is not optimal because ties in the home organisation weaken and recently created ties are not strong enough to provide access to informational channels with regard to employability (Makela et al., 2016). Furthermore, host country HR practices might not provide development opportunities or may be applied less formally, for example managers conduct less frequent appraisals for expatriates than for employees in the home country (Bucker et al., 2016).

Indicative of the Protean career concept is the emphasis on self-management and values of individuals and boundaryless careers where organisational choices do not limit individuals (Makela et al., 2016). The expatriate context of the boundaryless career implies that an international assignment is valued for the opportunity it brings for skills acquisition, personal development and career enhancement, even though it might not help expatriates to advance within their repatriating company (Parker et al., 2009). In this regard employability becomes the responsibility of both the employee and employer. Employees seeking international jobs are likely to be more

proactive and exhibit the ability to self-manage their careers (Bucker et al., 2016). The employability framework dimension of Van der Heijde and Van der Heijden (cited in Bucker et al., 2016) applies to the internal perceived employability of expatriates during the expatriation phase. Specific to the data results, occupational expertise reflects the set of knowledge and skills needed to perform a certain job in a certain field (Bucker et al., 2016). Career support such as planning and coaching is important during the expatriation process, but the repatriation stage is notable because of the threat of limited career advancement opportunities (Bucker et al., 2016).

4.3.3 Organisation fit and employee value proposition

The results regarding organisation fit relate to global mobility and employee value proposition for global companies. The employee value proposition is a set of associations and offerings that an organisation provides in return for the skills, capabilities and experiences that an employee can contribute to the organisation. It encompasses the primary reasons for which people commit themselves to an organisation, and it acts as a key driver of talent attraction, motivation, engagement and retention (Hermans, 2020).

Global mobility defines one of the major “moments that matter” during an employee journey for the retention of an employee from the point of hire to the point of retire. The request for an employee to move to another country, uproot their family and live and work in a new culture is one of the most impactful employee experiences. Therefore, the emphasis on a positive employee experience is even more vital for global mobility (Hermans, 2020). The employee experience becomes the new principle for HR regarding the culture and performance of an organisation. The sub-themes of seeking challenging work, team diversity, learning new processes that are lacking in the home country and progression of the company were confirmed in the literature. Moving talent between jobs and geographical locations is vital for encouraging diversity and inclusion, and mobility teams should be at the forefront of this. In order to achieve this, improvement of the collaboration between global mobility and diversity teams is required (Mercer, 2019a). David Enser, who is a founding partner of the RES forum, has suggested incorporating the prospect of an

overseas assignment into the organisation's employee value proposition as a powerful brand asset that can enhance the employee experience. This simple shift would enable a view of global mobility as providing a relevant employee experience that can attract and retain the most valuable assets. The prospect of a well-curated series of overseas growth opportunities that are rich with both challenging and impressive employer branding opportunities is compelling and will lead to more efficient hiring both internally and externally (Hermans, 2020).

4.3.4 Opportunism

Opportunism is the ability to actively seek out and pursue opportunities that allow for career progression (Lamb, 2007). The data relating to opportunism indicated responses about cultural awareness and culture curiosity, being social, foreign travel and well-informed decisions to move. Research indicates that in an international relocation, both the non-work (such as cultural, social, political, economic, language) and work contexts change and the novelty of change is greater (Larsen & Edwards, 2016). The results confirm that the ability and willingness to be mobile come in phases linked to life stages (Kirk, 2016). A key factor for many participants is the link between the need for balance between their work and non-work lives. For example, the incentive of one of the expatriate participants in this study in pursuing a global mobile career was to have new experiences in unfamiliar countries and cultures; willingness is therefore strongly governed by needs and aspirations such as the need to consider family members or dual-career couples (Kirk, 2016). Career orientation can also change opportunistically to fit the individual's professional needs and personal circumstances (McNulty & Vance, 2017). Based on career orientation, for example, on a bidirectional continuum (such as AE-SIE), localised expatriates tend to have an SIE orientation but might under the right circumstances (such as for career advancement, higher remuneration, or the chance to live and work in a sought-after location) take up employment as a PCN (McNulty & Vance, 2017). In a similar way, PNCs who have an AE orientation have SIE-like characteristics and an increasing number engage in expatriation as localised expatriates.

4.3.5 Work ethic, values and disposition, and governance

The global workforce calls for highly professionalised and ethical behaviour (Chetan & Deekshita, 2016). From the individual perspective, knowing-why is linked to identity as it is related to self-concept, personal dispositions, values and interest of the individual and the energy that the individual invests in their career (DeFillippi & Arthur, 1994, Inkson & Arthur, 2001, cited in Dickmann et al., 2016). Regarding the global organisation, key findings in the Sante Fe Relocation White Paper (2019) indicate the need for rebalancing the focus on organisational governance for compliance and a need for more duty of care for employees. The study found that the emphasis was on return on investment (ROI) value placed on enhanced governance in host locations, for example legal, fiscal or operational processes/quality standards (Santa Fe Relocation White Paper, 2019). With the advancement of instant access to information on the internet and web-based communication technology, international work arrangements are becoming more complex and there is more digital tracking of the movement of international mobile workers. Immigration, for example, will continue to be a top challenge for organisations. The Sante Fe Relocation White Paper (2019) mentions that government agencies have recognised the need to attract the best global talent and have been legislating to make it easier for skilled people in high demand sectors to come and work in their country; it is only a matter of time before the rest of the world follows suit (Santa Fe Relocation White Paper, 2019).

4.4 Discussion of RQ2

4.4.1 Differences between AEs and SIEs

AEs and SIEs are distinguishable in terms of the nature of their assignment, motives, personal characteristics and some success outcomes (Albrecht, Dilchert, Ones, Deller, & Paulus, 2018). AEs are higher level and senior level employees sent abroad to fulfil critical organisational roles (Albrecht, Dilchert et al., 2018). P1 mentioned in the interview that she was the first female AE from her company. SIEs, on the other hand, sometimes take entry-level positions, work in new organisations and have more freedom to pursue their personal goals (Albrecht, Dilchert et al.,

2018). SIEs and AEs are similarly career oriented and motivated to pursue (or accept) international assignments to advance their career objectives (Albrecht, Dilchert et al., 2018). P2 mentioned that her motivation for leaving South Africa was that she was the SIE who got her first big corporate job right after finishing her studies. It was the start of a career and at that point she was not sure what she was going to end up doing in her career.

Expatriates have career expectations and motivations for working abroad that vary according to whether their posting is self-initiated or assigned by their employer (Linder, 2019). P8's response on career development outcomes and talent management conversations is in line with Linder (2019), who contends that expatriation is a common element of a new career and therefore employees agree to international assignments with the expectation of being rewarded with future career progress.

The feeling of being deeply embedded in an organisation's structure and fitting an organisation's values increases workers' expectations of receiving future career opportunities (Linder, 2019). P8 mentioned that she had had clear discussions of what she wanted to do next and the company saw her potential and the performance to support it, which they enabled. The company also advised whether her plans were realistic or not. Being deeply embedded means that the employee perceives themselves as being part of the company and having a close match to its goals, values and vision (Linder, 2019). P2 mentioned that the company she worked at had an SIE posting where a job role was identified in another country and they either provided immigration support or the person perhaps had a European passport, in which case they transferred the person.

4.4.2 Job embeddedness

Researchers have drawn on the concept of job embeddedness to gain a better understanding of the circumstances under which expatriates repatriate early (Meuer, Angstmann & Uschi, 2017). This concept was originally developed by Mitchell et al. (2001) to explain voluntary employee turnover as well as describe how individuals become attached to both their job and their surrounding community (Meuer et al., 2017). P2 indicated that although she planned to stay in the UK and get a British passport, her grand five-year plan had not worked out because her

work permit and her visa to permanently immigrate were not granted, and she had to move back to South Africa after two years. On the positive side, the UK work experience gave her the freedom to realise her career goals and area of interest and everything “worked out fine in the end”.

According to Meuer et al. (2017), on-the-job embeddedness is an essential role in explaining the repatriation intention of SIEs. SIEs are highly likely to encounter unexpected situations within the host country organisation, due to their unfamiliarity with the organisation’s policies and culture. This unfamiliarity can influence a stronger bond between on-the-job embeddedness and repatriation intention for SIEs than for AEs (Meuer et al., 2017). The findings by Meuer et al. (2017) support the argument that for expatriates who self-initiate, their international experience and embeddedness on the job are a decisive factor.

According to Linder (2019), many studies conclude that SIEs work abroad for personal motives such as self-development, whereas AEs primarily work abroad with the ambition of attaining job- or organisational-related goals. P7 said that there were not really any local options matching her career expectations and motivations and hence her decision to move abroad.

4.4.3 Expatriation and identity, global citizen

Identity is what makes an individual different from and similar to others. Theoretically, individuals continuously define themselves (both consciously and unconsciously) through personal, interpersonal, social and contextual aspects (Adams & Van de Vijver, 2015). P6 said in this regard, “I guess my home now. I mean we’re planning to stay here; both our children are American Citizens, so I guess this is home now.”

According to Adams and Van de Vijver (2015), the facets of expatriate identity incorporate preferences, habits, abilities, skills and traits. These personal aspects inform personal values, goals and aspirations and thus allow expatriates to define themselves as unique individuals within a context. The expatriate experience will affect various personal aspects, such as preferences and habits (example in the domain of food or music) (Adams & Van de Vijver, 2015).

Much of the research on identity and expatriation has considered understanding identity construction processes associated with subjective experiences of expatriates (Adams & Van de Vijver, 2015). The objective was to understand identity development and construction of expatriates through their experiences in subsidiaries. The identity of individuals with multiple expatriate experiences was found to be constructed differently based on length of assignment, career stage, work and organisational identification, and their own and/or the host culture and country (Adams & Van de Vijver, 2015).

Identity also accounts for distinctiveness, in which the self is considered different from others and/or other groups (Adams & Van de Vijver, 2015). P4 explained that, “people ask where are you from? And when people ask me that question, I look at them and I pause because if you ask me where I’m from, I’m from this world, I’m a global citizen. And that’s not what people want to hear. People want to hear what country are you from”. Not feeling a sense of belonging to a specific culture is not a disadvantage but rather an asset that gives the person a unique set of skills that are universally applicable (Adams & Van de Vijver, 2015).

Expatriate identity has been linked to cosmopolitanism values, the presence of and engagement with other cultures, while a cosmopolitan identity encompasses an “openness and adaptability” in favour of a “global lifestyle that persists across environments (Adams & Van de Vijver, 2015). In this regard, P3 said that this depended on how one defines home country. She explained that from her perspective South Africa would always be her home country where she was born, and the Netherlands was her host country where she lived and worked. “Maybe in ten or fifteen years I might have adopted both countries as home,” she said.

Engagement with other cultures (Adams & Van de Vijver, 2015) and the skill to deal with many people and cultures works as an important personal resource as expatriates never lose their sense of self, but rely on their interpersonal skills and abilities to navigate a vast cultural plethora (Adams & Van de Vijver, 2015). Other cultures and cross-cultural collaborations (whether strategic alliances, joint ventures, mergers and acquisitions) can be rewarding for organisations but they can also constitute challenging undertakings (Liu et al., 2020). Where mergers occur between companies of varying national origins, a confluence of corporate cultures,

national cultures, human factors and talent management emerges (Liu et al., 2020). Where mergers occur across national cultures, this creates an important space for bicultural understandings (Adams & Van de Vijver, 2015; Liu et al., 2020). Bicultural individuals are those employees who are cognizant, fluent and effective in the dual-national cultural settings and have the potential to bring processual insights and improvements to collaborative ventures (Liu et al., 2020). Research contends that bicultural individuals are a relatively under-researched domain in relation to mergers and acquisitions activities and, as individuals embody the site of a confluence and translation of both organisational and national cultures, they have the possibility of bringing their technical and cultural awareness to bear in a range of meaningful ways on HRM practices (Liu et al., 2020).

4.5 Discussion of RQ3

4.5.1 Cross-cultural environment

Theme 1 in RQ3 reflected the highest consensus of responses from participants about culture (8 files, 148 references). Specifically, the most frequently occurring cross-culture themes were linked to acclimatisation and culture (4 files, 17 references); diversity (7 files, 28 references); learning (7 files, 17 references); culture and processes in different countries (3 files; 18 references); challenges of working in an multicultural environment - cultural barriers (8 files, 67 references). Literature confirms the findings as discussed below.

Acclimatisation was confirmed in the literature to be aligned with cross-cultural adjustment of expatriates, defined as the degree of comfort or absence of strain associated with living and working in a foreign country (Albrecht, Ones et al., 2018). Cross-cultural adjustment was defined as culture shock experienced in the process of an individual adjusting to a different culture in a foreign country (Lin, Robbins & Lin, 2019). The terms 'acculturation', 'adaptation' and 'adjustment' are frequently used interchangeably, but 'adjustment' is more widely used in the expatriate management literature (Albrecht et al., 2018). Expatriates go through an emotional cycle of low between six and twelve months after starting an assignment (Raghavendra & Shetty, 2018). Similarly, Lin et al. (2019) observe that in the

beginning of and during expatriation, an individual is anxious about an unfamiliar environment and experiences physical and spiritual stress. Self-adjustment reinforces the spiritual comfort of an expatriate being respected and trusted. An expatriate with better adjustment could more easily deal with contradiction, emotional depression and loneliness (Lin et al., 2019).

With regard to acclimatisation and social pressure, P4 said, “well I think the challenges are usually never really fitting in”; P8 said, “some people are sent to places where they don’t know anybody and they don’t have a support social network... then again sometimes if you are in a totally new country, new to a company then there is a whole mix that you are trying to acclimatise yourself with”. Personal factors are strongly related to an individual’s values, beliefs, expectations and cultural background and have an impact on the employee’s capability to adjust to a new environment and to condition their reactions to external stimuli (Raghavendra & Shetty, 2018). The length of overseas assignments influences the acclimatisation of expatriates, and this impacts the expatriate’s performance, resulting in an intention to stay longer, such as adjustment (Raghavendra & Shetty, 2018). When the expatriate becomes adjusted to the host country working environment, it can become difficult for them to readjust to their parent workplace. Raghavendra and Shetty (2018) suggest that employees should be rotated on international projects, and parent organisations can then ensure ease of readjustment. If the right local guidance and necessary directions for work are offered before expatriation, it would be a great help for an expatriate (Lin et al., 2019). In this regard, P8 responded, “I mean this is what some companies do as well is that they actually have cultural training for anyone that is new to a country. Just as part of ... for them and their families so that just helps them acclimatise.” An expatriate must be able to manage the cross-cultural environment, meaning that they must manage the maintenance of psychological health and well-being as well as self-confidence and effective stress management (Lin et al., 2019). P8 explained, “you’ve actually just got to be proactive in terms of engaging... you align with how they do things in the workplace even socially and then you adjust and that works well.” This is an important factor in developing permanent and stable friendships with local people and being able to communicate with local people for

better enculturation (Lin et al., 2019). Research by Lin et al. (2019) indicates correlations between cross-culture adjustment and job involvement. A foreign worker who adjusts better to the country would present higher job involvement; consequently, the higher the work stress, the lower the job involvement (Lin et al., 2019).

The process of cross-cultural adjustment for an expatriate involves learning the culture of the host community and accepting to live with the differences that exist between cultures (Onosu, 2016). The degree to which cultural alignment is achieved in a new environment depends on the individual's openness to learning the culture and language (Onosu, 2016). Learning the culture of the host community and individual openness was reflected on by the respondents: "the multicultural thing is a learning curve in embracing that change" (P7); "if I kind of choose to be in the United States, close to home with my family and other people who tend to think more like me. But that is what I thrive on. All of those things that are not there allow me the space to find my own way and be more creative without all of the social pressure of being like everybody else" (P4).

4.5.1.1 Benefits and challenges of diversity

Expatriates gain valuable diversity of experiences from working in a multicultural environment. There were similarities in the responses by P1, P5 and P4 about understanding other cultures and beliefs: "you get to understand different cultures and how they perceive and practice things differently... it's a combination of both because you always learning...how they understand things and what their beliefs are and what your beliefs are" (P1); "enormous creativity grows from it" (P5); you don't know how limited you are until you go and have other experiences that continually expand your world view and your capacity" (P4). The ability to create solutions from cultural awareness was alluded to by P8: "So maybe in a way as well me having worked with different cultural I can actually now even devise the solutions that maybe more effective right because I have that cultural awareness that if we going to design a solution or come up with an initiative it is no longer one size fits all right."

Expatriates and the value of diversity was confirmed in the literature. MNCs by their strategic position employ people from various cultures, countries and regions (DeLancey, 2013). Multiculturalism in a workforce is inclusive of employees of different nationalities, ethnicities, races, religions, education and genders (DeLancey, 2013). In DeLancey's study, 85% of respondents felt that a multicultural and diverse workforce enriched them personally and increased productivity. The positive and negative effects of diversity and multiculturalism on productivity in organisations presented mixed results, though there were more benefits. The benefits were that workplace diversity improved performance because of the likelihood of having the information needed to approach problems, it provided more creative ideas and solutions than non-diverse groups, and employees' in-depth knowledge of customer needs and teams with more heterogeneous worker abilities were more productive. The negatives were keeping the distribution of team ability constant and teams with a greater diversity in age were less productive.

Multiculturalism and diversity can bring value to both the employee and management. Decision-making from HR managers can also be enhanced. Organisation leaders should be aware of the specifiers of programmes that enhance a strong culture of corporate diversity and build on them to facilitate a positive link between employees' contributions and organisational productivity and growth (DeLancey, 2013). Specifically, international HR departments that provide support for expatriates on assignments (and assignment preparation) through cross-cultural and language training for both the expatriates and their families (including their children) improve the success of the assignment and the employee is more willing to accept an assignment (Baruch, Altman & Tung, 2016; Larsen & Edwards, 2019).

One argument in the literature is that training programmes do not guarantee expatriates' success (Lei & Luo, 2018). There might be several potential problems in an MNE's training programmes which make it unsuccessful. For example, a Canadian PCN might need less training when going to a British subsidiary than a Middle East subsidiary (Lei & Luo, 2018). HR managers should have analysed the industry conditions and corporate strategies in order to determine whether the training is in the parent country or in the host country, the cost of a trainer, or whether the training needs to focus less on leadership skills according to the functional strategies (Lei & Luo, 2018). According to Lei and Luo (2018), based on industry

type, the MNE's strategies and subsidiaries' roles, adjustments to training programmes should be possible. The payback is uncertain and therefore it is critical for the HR managers to determine what the company needs and what the expatriate needs.

4.5.1.2 Cultural intelligence

Culture in the research literature was aligned with the construct of cultural intelligence. This is the individual's natural ability to effectively acclimatise and function in unfamiliar and culturally diverse environments (Vlajčić, Caputo, Marzi & Dabić, 2018). The main capabilities of cultural intelligence are associated with cognitive, emotional and social intelligence which impact cognition and social behaviours (and are relevant to functioning in culturally uniform settings). However, they do not apply when individuals interact with others from diverse cultural backgrounds (Vlajčić et al., 2018). Cultural intelligence is an increasingly important managerial skill and one of the most important roles assigned to expatriate managers is knowledge transfer (Vlajčić et al., 2018). Before repatriating an assignee, knowledge transfer to local employees is critical (Bussin, 2015). Expatriate managers need to be able to function in different contexts by adapting to the local culture and to properly support the codification of knowledge. Furthermore, expatriate managers must be highly motivated to acquire new cultural knowledge as well as to interact with different cultures (Vlajčić et al., 2018).

4.5.2 Expanded repertoire of global competencies and scope of career experience

The second theme that emerged indicated that expatriates accumulate career skills through developing global competency skills parallel to scope of experience through working in various levels and leadership roles. The tenure of participants in an organisation is another indication of the accumulated career skills of expatriates.

These findings are in line with literature. Experience and skills are causal determinants of job performance (Albrecht, Ones et al., 2018). Experience results

in the acquisition of declarative and procedural knowledge. Skills (such as knowledge) are considered a direct, proximal determinant of job performance (Albrecht, Ones et al., 2018). Accordingly, in the context of expatriate experience and skills (and relevant factors in international assignee selection), assignees need to have a complex amalgamation of technical, social, organisational and cultural knowledge and skills (Kandogan, 2018). These relevant factors are the biological characteristics, family situation, job performance, technical expertise, completion of previous foreign assignments, personality traits and cross-cultural competencies such as cultural adjustment, cultural flexibility and cultural intelligence (Kandogan, 2018). In practice most companies still use technical competence and knowledge of company systems as the primary selection criteria (Kandogan, 2018).

Earlier research found that MNEs are progressively recognising the importance of overseas experience for higher level managerial positions (Briscoe & Schuler, 2004). The findings from this current study show that career progression of expatriates is positive from their tenure as an AE or SIE. Based on AE experience, P1 was promoted to senior specialist buyer. The hierarchical levels and technical qualification levels of all eight participants were mid-level managerial levels, specialist positions and top management levels. Participants were highly skilled because of their qualifications: P3 and P4 had a PhD, P8 was busy with PhD studies, P6 had achieved endorsements in IT and P7 had specific credentials in aviation. Highly skilled and experienced expatriates are important, and the literature affirms the hiring, developing and retaining of managers with international experience and global perspectives for MNEs (Briscoe & Schuler, 2004). Recent research has also noted that a growing number of companies require business professionals equipped with the necessary skills and experiences for the accomplishment of international assignments (Kandogan, 2018). Participants' responses in regard to expatriate skills and experience were aligned with the relationship between the international assignment and expatriates' learning being moderated by individual and situational variables, namely learning orientation (an individual's disposition to acquire knowledge and skills and to learn from others), skills and competency (an individual's ability and preparation to perform the task effectively as a function of their aptitude level, educational level, training and experience, etc.) (Barakat & Moussa, 2014). P7 responded that "skills and

experience are advantageous because you been through many learning curves to solve problems and make decisions”. Foreign assignments influence expatriate learning and development of skills, creating expertise, organisational learning and competitive advantage (Barakat & Moussa, 2014). Practical skills and experiential learning are acquired through practice in the field, starting with assignments of relative low complexity, through growing responsibilities as the manager extends the scope of responsibilities (Aschkenazi, 2016). Such a gradual career path will have a positive effect on performance (Aschkenazi, 2016).

From an organisational perspective, global managers that operate corporations with units in various countries will need to have skills that will transcend those of local managers, or even international managers. Literature supports the theory of talent management of managers especially coached for international senior management (Aschkenazi, 2016). These are people who have lived in more than one country, speak more than one language and are able “to develop cultural intelligence” (Aschkenazi, 2016). P6 reflected on entrepreneurial skills and highlighted that his career had progressed from simple developer to C-level executive; P3 mentioned an expanded repertoire in terms of global competencies – consulting, mergers and acquisition, cross-culture training for expatriates and managers; P8 spoke about expanded scope from sub-region to continent to different sectors – which led to leadership across the region as well.

Global talent management (GTM) involves (a) the systematic identification of key positions that differentially contribute to the organisation’s sustainable competitive advantage on a global scale, (b) the development of a talent pool with high potential and high-performing incumbents to fill these roles, which reflects the global scope of the MNC, and (c) the use of a differentiated HR architecture to facilitate attracting, developing and retaining individuals with high levels of human capital (example, competency, personality, motivation) and to ensure their continued commitment to the organisation (Collings, 2014; Collings, Scullion & Caligiuri, 2019; Tarique & Schuler, 2010; Xie, 2020). According to McNulty and Brewster (2019, p. 249), GTM could include all high-status expatriates (such as AEs, some high-status SIEs and some of the top high-status migrants). They further explain that GTM covers some inpatriates and high-potential people in other categories of international workers. Global talent offshoring was mentioned in a recent PhD study as a new concept that

bridges SIE, AE and international assignment as it is a permanent move while being organisationally driven (Fourrier, 2018).

There are contrasting views in the literature that career theories do not include or explain expatriation and the specificities of expatriate careers, and little research has examined how short- and long-term international assignments influence career development (Fraga, Antunes & Rocha-de-Oliveira, 2020). However, international career experience is considered a way to develop skills and achieve greater career progression (Fraga et al., 2020).

4.5.3 Align career goals with organisational goals

Literature indicates a dual dependency on aligning global careers and international mobility of individuals with organisational goals (Dickmann & Doherty, 2010). There is a dearth of systematic exploration and a lack of insight into the areas where there is potential misalignment of individual and organisational goals (Dickmann & Doherty, 2010). P2 explained: “a thing that is driven by yourself and your department or your team or your management, so, first of all, your goals have to be in line with your department and the wider organisation where you’re going and what you want to achieve as a group or a department and then you have to identify areas, okay, I want to achieve that.”

Organisations employing expatriates is important for accomplishing tasks in foreign subsidiaries (Dickmann & Doherty, 2010). Organisations value expatriation for the ability to accomplish several organisational purposes – filling skills gaps, launching new initiatives, transferring technology (knowledge transfer), establishing or improving managerial control, building expertise, increasing general organisational performance or transferring culture (Dickmann & Doherty, 2010).

Expatriates, on the other hand, are especially concerned with responsibility and autonomy on the job, opportunities for using new knowledge and skills, career advancement, compensation and career opportunities for their spouse/partner as well as issues upon repatriation (Shaffer et al., 2012, p. 1293). Shaffer et al. (2012) distinguish between intrinsic career and extrinsic career outcomes. Intrinsic career outcomes refer to individuals’ subjective reactions to their career progress, such as

job and career satisfaction and overall well-being. International experience affects employees personally in terms of their attitudes as well as their health. Extrinsic career success includes the more observable indicators of career advancement which are typically defined in terms of salary and promotions.

4.5.4 Economic environment

Theme 4 relates to understanding what is happening in the macro environment and how it impacts expatriate work. The participants' responses indicated their understanding of changes at country and host country levels. The main sub-themes are discussed below with confirmation in literature.

4.5.4.1 Automation and labour intensive

Automation and digitisation might be one of the most important issues shaping the nature of future career choices, career development and career counselling (Hirschi, 2018). Labour markets react innovatively to technological progress and the changing supply of and demand for workers with different skills determine the extent to which it is economically desirable to automate work (Hirschi, 2018). P1 explained that Japan was much more automated than South Africa. "China, Korea ... Korea is also very automated. Thailand, China and us are very labour intensive So we have more manual process than you would have in Japan. They use robots for more stuff there for work and we use semi-skilled labourers to do the work."

P1 further noted, "Ja mostly I like the automated systems because my main focus and my main job is to look at the cost of a part and with the automotive process your chances of reworking a part, there has been quality issues on the part are much lower than a manual process. So, I like to have for that thing, but I also need to be realistic. South Africa we have huge unemployment and if we go automated that is just going to add a burden to the economy and we are never going to develop." This was in line with literature (Arntz, Gregory & Zierahn, 2016) which states that adapting to new technologies implies a new division of labour where workers increasingly perform tasks that complement machines in respect of new and more

complex tasks. For example, automation in an industry can increase productivity, which reduces prices of the offered products, which can increase demand for that product, leading to new labour demand for workers in these industries (Hirschi, 2018). New technologies may boost a firm's competitiveness since they typically increase a firm's productivity (Arntz et al., 2016).

P6 had this to say: "You know I think you know technology is going to be adopted regardless of the country and again I haven't really been working with too many organisations in South Africa but the one thing that I would feel I would assume, I don't know for sure that maybe it would take longer for countries like South Africa to adopt the latest technology. I don't think it's not being adopted but I think maybe it is a slow transition where I know there is a lot of organisations globally that are trying to adopt these as quick as possible so they can have some kind of benefit over their competitors or they can you know you know just be more efficient. That would be my viewpoint. How true it is I can't say for certainty."

Interestingly, recent research from the International Labour Organisation states that automation might also cause jobs to be reshored from developing countries to advanced economies (Balliester & Elsheikhi, 2018). The usage of robots in developed countries is rising as new production techniques result in the demand for high levels of skills, which will reduce labour cost advantages of producing in developing countries. Reshoring of jobs can affect the displacement of employment from developing to developed countries. The willingness to reshore arises from the proximity to innovation centres and consumer markets. Emerging economies with high educational levels and increasing middle classes are also targeted by international firms as hubs for production (Balliester & Elsheikhi, 2018). P8 mentioned that developed markets are ahead of South Africa and that was an opportunity to learn and to look at our talents. The impact of automation will be major structural changes in the labour market and the way people work. These changes increase job polarisation and people working in non-standard jobs (Hirschi, 2018). Job polarisation means hollowing out jobs and tasks which are mostly manual/cognitive (example, office administrators, machine operators) as they can easily be automated. On the other hand, highly skilled jobs (example, technicians, educators, managers) frequently involve problem-solving and complex social interactions which are difficult to automate; therefore there is increased pressure on

higher skilled jobs (Hirschi, 2018). Hirschi (2018) identifies a range of ethical, legal and societal issues (such as acceptance that robots provide certain services) affecting the extent and speed at which technological possibilities can be realised.

4.5.4.2 Immigration and tax laws

Companies must understand immigration compliance and ensure that the correct permits are applied for (such as inoculations, visas and work permits), as well as other requirements that are factored and finalised so that the relocation for the expatriate and family to the host country goes smoothly (Bussin, 2015). The international mobility policy of the employer and the employment contract are important. The sustainability of international investment demands that the employer adopt an approach of fully complying with all laws in the jurisdictions where they operate - compliance with visa and residency rules, tax and social security, labour laws, etc. Many employers even extend this to the personal conduct of the expatriate and their families, where the international employee must undertake to comply fully with local laws as well as the employer's internal policies (Briscoe & Schuler, 2004).

P2 raised concerns about South Africa's new immigration tax law effective from 1 March 2020: "An example, the immigration and tax laws that we have in South Africa is very limiting, it limits us as South Africa to grow our economy. There is currently changes that's going to happen and it's going to, in my view, put us back, even more because it's going to make that less people can go and work overseas and bring back specialised skill...but for me in my specific area, the local laws is pulling us back, it's not opening us up for growth in the economy." South Africa has committed to join the Common Reporting Standard and the updated legislature that P2 referred to was confirmed (Expatriate Tax Services: Tax Consulting South Africa, 2020). The amendment requires South African tax residents abroad to pay South Africa tax of up to 45% of their foreign employment income where it exceeds the threshold of R1 million. The R1 million threshold of employment income includes allowances and fringe benefits paid to expatriates that cannot be considered as "earnings" (Expatriate Tax Services: Tax Consulting South Africa, 2020). The taxation options for South African expatriates relocating abroad are financial emigration or double

taxation agreement effective from 1 March 2020, discussed in the literature review (Expatriate Tax Services: Tax Consulting South Africa, 2020).

Based on a policy research working paper (2013) conducted on immigration, overly restrictive skilled immigration regimes may result in prolonged work permit processing times which can delay productivity (De Smet, 2013). Other restrictions (such as immigration quotas) can impact the viability of new ventures and may lead companies to invest in economies with less restrictive skilled immigration policies. Immigration quotas are referred to as limits on immigrants that cap the number of people who can be allowed to move into a country during a specific period – quotas can be nationwide, on a company basis or even industry sector (De Smet, 2013). 43% of the 93 surveyed economies have quotas which restrict the inflow of immigrants and therefore impact all categories of skilled expatriates that are employed (De Smet, 2013). The ESE index provided examples of applicable quotas: Company-based quotas which do not take into account the size of the company, company-based quotas which take into account the size of the company, company-based quotas dependent on the FDI amount and nationwide applicable quotas (De Smet, 2013).

4.5.4.3 Facilitating global mobility

Cross-border international mobility has become critical for the sustainability and competitiveness of the global economic order, even for small provincial firms in developing economies (Baruch & Tung, 2016). The ecosystem of global labour markets facilitates the analysis of causes and consequences of global moves and the factors that influence them at various levels – as such, the way boundaries become increasingly permeable. There is a significant flow of talent across organisations, sectors and nations, and geographical mobility must be positioned alongside psychological mobility (Baruch et al., 2016). P8 explained that certain markets facilitate global mobility, for example the EU facilitates free movement among those nations. In East Africa it is easier for people to work in Kenya, Uganda and Tanzania.

Labour mobility and regional integration agreements were confirmed in the literature as special measures which promote labour mobility in the context of creating a common market, such as to ensure transferability of unemployment and maternity

benefits, mutual recognition of qualifications and access to healthcare (Edwards & Rees, 2017). There will be little incentive for workers to take jobs abroad unless impediments are removed. Edwards and Rees (2007, p. 47) ask several questions regarding regional integration agreements: What different types of regionalisation might exist, and why might they be significant for HR managers? How might HR policies and practices be influenced by the depth of regionalisation, that is, by the depth of economic integration among member states? How does the example of the EU help us to understand these processes?

Labour mobility is supported in the literature in terms of regions. In the EU the transferability of rights to social security and unemployment benefits is required; NAFTA enables temporal labour mobility; SADC has created a free trade area among 12 of its 15 members and aspires to create a customs union, common market and single currency by 2018; ASEAN has established a free trade area and aims to promote free movement of skilled labour through mutual recognition of professional qualifications and the streamlined issue of work permits and visas for professional and skilled workers' benefits, pension entitlements and other welfare benefits across member states, as well as the mutual recognition of qualifications (Edwards & Rees, 2017).

4.5.5 Anxiety and conflict over choices

International work also challenges professionals who have to adjust to working in a new organisational unit abroad, face new and often challenging jobs and adapt to a new living environment (Suutari, Makelä & Wurtz, 2018). Assignees often have families and therefore moving and living abroad is as challenging for their partners and children as it is for the expatriates themselves (Suutari et al., 2018).

Career encompasses individual experiences, influenced by interpersonal relationships, recognising sequential movements of positions and interpretations of people about their life trajectories (Fraga et al., 2020). P5 reflected how he experienced corporate fatigue over the years and was therefore at a different space about his life trajectory as a whole: "I'm giving you that example so that you can understand what I'm trying to say in that, for me personally, my experience has been that I've experienced a sort corporate fatigue. So, my capital or my potential for

capital growth has diminished over some time because I would rather be happy and have time to myself than to be purely just chasing up the ladder.”

It is noteworthy that women generally are more influenced by family issues (spouse and children) in career decision-making (Fraga et al., 2020). Women change the pattern of their careers by rotating different aspects of their lives to arrange their roles and relationships in new ways. P3 reflected on her career choices between her career and family life: “To somewhere you make different choices than you would have on the one side I’m finding myself in the conflict that I want, I still desire the challenge, I want to build up new things and the ideas in my head are far more than the time that I have in a day available. And on the other side I have this strong desire to be a mum and to be with my little ones and not lose this precious time that I have with them and well. but I don’t have very much back-up to fall back on when anyone back home is sick. I have a partner which started travelling quite a lot for his own job as well...and I hope that when they’re a little bit bigger, that the little ones are more independent I can pick up again and have my partner stay with them.” Although there are necessary advances in women’s career flexibility to harmonise work and family, the viewpoint homogenises women’s experiences (Fraga et al., 2020).

International travel may cause psychological stress, strain and burnout. Problems that occur in one area, such as stress at work, tend to affect areas other than what they would in the country of origin (Suutari et al., 2018). Increased work responsibilities in the expatriation context and the isolation felt from entering a new environment are likely to compel the expatriate to increase the hours and energy dedicated to work (Suutari et al., 2018).

4.5.6 Global company environment

Participants mentioned the global company environment in terms of the company orientation and how its work processes are followed from country to country. This was linked in the literature with convergence and divergence of IHRM. With convergence (or standardisation), the organisation adopts or implements similar HR

policies in all the countries in which it operates. In divergence (or localisation), each subsidiary adapts its own HR policies or modifying general policies of the parent company to suit local requirements (Bornay-Barrachina, 2019). Bornay-Barrachina (2019) points out that the dilemma of HR in MNCs is regularly centred on achieving a balance between international consistency and local autonomy. She associates convergence and divergence with centralisation and decentralisation. Edwards and Rees (2017) present four global integration modes: centralisation-, formalisation-, information- and people-based modes.

P1 mentioned that the organisation she worked for followed a standardisation procedure: “Well in my organisation we follow a standard working procedure so what you do or your process in South Africa would be the same process that is being followed in Japan. They like I said we have a standard procedure and any department you go to, anything you do there is a procedure that you follow, and you find that the people will follow that. Asian countries are noted for that. They will follow a set process.” According to the literature, formalisation-based integration mechanisms (cf. Harzing and Sorge’s standardisation and formalisation, 2003) refer to the codification and standardisation of work procedures and policies on a global basis (Edwards & Rees, 2017).

Another type of integration mechanism is socialisation or corporate socialisation, referred as the establishment of a strong corporate culture around a shared set of values, objectives and beliefs across MNC units (Edwards & Rees, 2017). P6 noted, “There were a lot of expatriate from many different countries, so you know we all just worked well together. I think that is very valuable because you can then take that and apply as you worked in different countries.” Few MNCs seem to succeed at building an organisational culture that is globally integrated yet flexible enough to accommodate local variations (Edwards & Rees, 2017).

4.5.7 Communication and perception barriers: Cross-cultural communication

Theme 7 deals with cross-cultural communication. Communication permeates all facets of organisational activities and is thus regarded as an important tool in the management process – a distinctive factor that expands MNCs’ capabilities and

success in the global markets (Abugre, 2012; Abugre, 2018). Cross-cultural communication refers to the way people in different cultures communicate when they deal with each other face-to-face or at a distance (Hurn & Tomalin, 2013). It is the process of interacting and understanding the communication codes, value orientations of people and how people relate to each other through language and communication in a different environment (Lustig & Koester, 2006, cited in Abugre, 2018). P2's perception of cross-cultural communication was from the perspective of value orientations of people and how they communicate. She noted that a true leader is someone who is empathetic and who can try and understand where somebody else is coming from or how somebody else communicates. Different cultures have different norms and expectations of behaviour in formal and informal situations, for example social interactions, meetings and negotiations (Hurn & Tomalin, 2013). In this regard, P3 mentioned that people have different senses of work ethic and responsibility and different levels of commitment to a team, for example.

Barriers in international communication occur frequently through misinterpretation due to perceptions (Hurn & Tomalin, 2013). Uncertainty occurs due to difficulties arising from verbal and non-verbal communication practices in diverse cultures, including low- and high-context environments (Abugre, 2018). This makes cross-cultural communication an emotional process and there is potential for misinterpretation between diverse people, as it involves a great deal of uncertainty (Abugre, 2018). P1 noted it was a challenge understanding how people communicate: "You have ten, twenty thousand emails coming in today and interpreting them can be difficult." P4 noted that communication was a huge issue. According to Abugre (2018), competence in cross-cultural communication reduces the uncertainties and suspicions between expatriates and local staff in MNCs.

Language and communication for MNCs is critical because barriers can slow down operations and increase the cost of decision-making (Harzing, Koster & Magner, 2011). Global managers or expatriates need to understand the context of communication and interpersonal behaviours of local employees through cross-cultural adaptation (Abugre, 2018). Cross-cultural adaptation theory can support the use of communication and language competencies for expatriate cross-cultural learning, which would include expatriates' willingness to communicate,

communication competence of expatriates, communicative behaviours of the local staff in a subsidiary and understanding of the host country language and language fluency (Abugre, 2018).

4.5.8 Global/local mindset

Theme 8 reflected an understanding about global mindsets (4 files, 15 references) and local mindsets (1 file, 4 references).

According to the literature, global mindset, which is part of global leadership, has antecedents associated with cultural intelligence, certain personality and background characteristics, cross-cultural experiences, organisational-business contextual factors, ethics, results orientation and global mindset disposition (flexibility, acceptance, curiosity, cultural sensitivity and competencies – intercultural communication skills, intercultural sensitivity and learning agility) (Hensen, 2016). The contextual factors referred to were the opportunities the organisation provides, the climate for encouraging employees to build their global mindset (e.g. the right set of relationships that establish trust and effective collaboration with others), developmental experiences, whether these be job assignments, challenges or types of training, and situational factors in the work or job environment (e.g. organisational - having a positive impact on the productivity of a team or larger entity within the organisation) (Hensen, 2016).

P5 and P6 highlighted harnessing economies of scale globally as much as possible. P5 noted that through experience, he had tried to harness economies of scale as much as possible in the MNCs he had worked for because they were product-driven organisations. “So, the workforce and their sales plan but they’re given a set amount of tools. So, a set number of products that they can sell which is decided globally because of economies of scale. For example, we have 10 chocolates we’re going to sell. You decide how you’re going to sell that in Spain but here’s the 10 chocolates you can sell. You don’t have to sell all of them; you can sell five of the ten if that’s what’s going to work in your market.” P6 noted: “you not stuck thinking locally, you’re not just thinking about how you can sell to South Africans or Britain’s, or Americans.”

P3 picked up on antecedents of cultural intelligence, namely cross-cultural experiences and global mindset disposition. She found it difficult to answer the question because she considered herself to be “a global citizen ... So I think it’s the mindset difference.” P3 alluded to a local mindset in terms of cultural differences: “what I notice going to people locally, also here in the Netherlands I live in a very small town where people are actually, they’re not internationally minded, you know. They’re local labourers, they work, you know like normal labour class jobs, they’re not highly educated either. Very interesting in the local discussion is that people now, they’re busy with what’s making life better in this moment here in this place where we’re at in our little town and not so much busy with the bigger picture of, you know global travelling.”

Coping effectively within an international environment can fluctuate significantly depending on the specific job-related challenges that an individual faces (Andresen & Franziska, 2017). An intercultural context increases cultural complexity for individuals; it can also be associated with ambiguous environmental contexts that highly impact even planned complexity for individuals (Andresen & Franziska, 2017). For expatriates and international managers who must execute control and coordination tasks abroad, they will face not only high cultural complexity during their assignment, but also increased strategic complexity (Andresen & Franziska, 2017). Accordingly, global mindset is a competency that is relevant within environments of high cultural and strategic complexities (Andresen & Franziska, 2017). P4 related cultural sensitivity to coping in a fluctuating cultural environment: “giving that positive, I think making sure that you have an open mind and are tolerant and have patience with people is absolute key in a multi-cultural environment.” An HR manager needs to be mindful of a “think global, act local” approach and design training programmes for each circumstance (Lei & Luo, 2018).

4.5.9 Different work ethic and productivity

The findings obtained from the data results were interpreted as work ethic, values and disposition and importance of governance. P8 views was as follows, “So what I find globally though the work ethic is more ... is very different. They really just focus on doing the work so I think productivity is higher. Identifying you know just generally

across South Africa that we've grown too relaxed. It is more ... so you know how maybe you might just socialise in the workplace throughout the day... just a generalisation. I find sometimes you know overseas people don't have time for small talk. You just get there you do your work, and if you need to talk it's at lunchtime, at breaks. Not that anyone is managing or micro-managing but it's just the way it is. So there is no idle time. So for example the civil service works very well out there. You know quite different to some ... what we used to in emerging markets. So the work ethic was a very strong work ethic. Not again to say that it's perfect and that it is like that everywhere but they have noticed to have a certain discipline and focus and higher productivity”.

Based on the above results perceptions and evaluations of job performance can be strongly influenced by cultural values (Albrecht, Ones et al., 2018). Empirically there is little about the cross-cultural construct equivalence of the job performance and ratings as assessments. Therefore, it might assist to look at aspects of expatriate jobs which are strongly influenced by cultural differences (Albrecht, Ones et al., 2018). Job performance in a customer service company was compared across Canada, South Korea, and Spain, found customer service performance to be varied across the four countries. The organisational structure and citizenship behaviour was indicated to be equivalent across the US, Australia, Japan, and Hong Kong. With many organisational processes being standardized, performing the technical aspects associated with one's job might not be as different from home as one's duties involving interpersonal interaction (Albrecht, Ones et al., 2018). Taxonomies of job performance also applies to expatriate job performance on the following dimensions (Albrecht, Ones et al., 2018): (i) technical performance; (ii) contextual/prosocial performance; (iii) contextual/managerial performance; and (iv) expatriate-specific performance (such as replacement planning, transferring information, establishing good relationships with host nationals).

Construct differences in job performance not only affect how expatriate job performance should be conceptualized and measured, but rather challenge the use of company-wide performance appraisal systems frequently applied by multinational organisations (Albrecht, Ones et al., 2018). One aspect of job

performance that has received little attention is counterproductive work behaviours (CWB), (Albrecht, Ones et al., 2018). The intercultural environment can “create ethically ambiguous waters” such as with gender, racial, ethnic, or age discrimination being accepted by a country's legal system and reflected local HR practices, (Albrecht, Ones et al., 2018). Organisational and social control systems (such as surveillance) were mentioned to be the most effective means to curtail CWB, (Albrech, Ones et al., 2018).

Global workforce calls for highly professionalized and ethical behaviour (Chetan & Deekshita, 2016). From the individual perspective “knowing-why” is linked to identity as it is related to self-concept, personal dispositions, values and interest of persons and the energy that individuals invest in their careers (Dickmann, et al., 2016, DeFillippi & Arthur, 1994, Inkson & Arthur, 2001). Relative to the global organisation, key findings from research conducted by Santa Fe Relocation (2019) indicated the need for rebalancing focus on organisational governance for compliance and a need for more duty of care for employees. The study results (47%) indicated emphasis on ROI value placed on enhanced governance in host locations, example, legal, fiscal or operational process / quality standards (Santa Fe Relocation White Paper, 2019). With the advancement of instant access to information on the internet and web-based communication technology, international work arrangements are becoming more complex and in the same aspect there is more digitally tracking of movement of international mobile workers such as government agencies becoming digitally savvy connecting across borders. Immigration for example will continue to be a top challenge for organisations, the Santa Fe Relocation Report (2019) mentioned that government agencies have recognised the need to attract the best global talent and have been legislating to make it easier for skilled people in high demand sectors to come and work in their country and it is only a matter of time before the rest of the world follows suit (Santa Fe Relocation White Paper, 2019).

4.5.10 Choosing where flexibility is supported – flexible work arrangements

P3 indicated that her decision to be in a country where women are supported to work part time or reduce their hours was a deciding factor in her current life phase

and career. Research reveals that home working is cited as one of the most frequent options employees choose and there has been a notable increase at global level over the last decade as the need for workers from one region to perform jobs for another is also increasing (Picu, Tudor & Predeteanu, 2018).

Flexible work schedules or home schedules allow companies to attract talent from any category and domain, including people who have established social lives such as parents or married workers (Picu et al., 2018). Having a work-life balance is very important to employees and they prefer organisations that offer this type of flexibility. Companies are in turn responsible for developing a clear set of guidelines, processes and procedures that regulate work-from-home schedules (Picu et al., 2018). Picu et al. (2018) explain that there are risks involved in offering employees flexible arrangements, for example not being equipped to work from home, and procedures and expectations being ambiguous which causes business interruptions and decreases organisational performance.

Interestingly, Picu et al. (2018) cite research conducted by Strategy Analytics which predicted that the global mobile workforce would reach 1.87 billion mobile employees in 2022, representing 42.5% of the global workforce from 1.45 billion in 2016. In the EU, for example, the proliferation of MNCs in the context of globalisation has generated a steady growth in the flexible work programmes within its member states. The study also observed that northern countries have the highest rates of digital skills of all EU member states (Northern Europe – Finland, Netherlands, Denmark and Sweden). Companies can offer flexible programmes if work can be synchronised with overall strategies (Picu et al., 2018).

4.6 Discussion of RQ4

4.6.1 Scope and duration of international assignments

The scope of international assignments includes various forms or arrangements of global work in addition to the expatriate experience (Shaffer, Kraimer, Chen & Bolino, 2012). The different classifications of global work are aligned with various forms of global work experiences (example, short-term assignees, international business travellers, flexpatriates, assigned expatriates and self-initiated expatriates) (Shaffer et al., 2012, p. 1286). Virtual global employees is an example where the

assignment does not involve the physical movement of employees but they are part of a multicultural team (Nguyen et al., 2016). The identification of the different types of expatriates is significant, as each type determines how expatriates are selected, compensated and trained for MNCs; where to look in foreign labour markets; how their global careers can be managed; what their performance gains can be sustained for short and long terms while they consider their career orientation and I (McNulty & Vance, 2017). Global staffing in this regard is a critical issue faced by MNCs with regard to the employment of home, host and third country nationals to fill key positions in their headquarter and subsidiary locations (Collings & Isichei, 2018). The effectiveness of global staffing arrangements is the ability of MNCs to deliver on their strategic objective being widely recognised (Collings & Isichei, 2018).

Research identifies long-term and short-term international assignments as an important global staffing mechanism in MNEs (Collings & Isichei, 2018). Long-term assignments or traditional expatriate assignments are typically 3-5 years and involve the relocation of an assignee and their family (Nelson Education Limited, 2012; Collings & Isichei, 2018). Alternative forms of international assignments are short-term assignments (1-12 months long), international business travellers and commuter and rotational assignments (Collings & Isichei, 2018). Based on the literature on IHRM, there are various types of international assignments. Non-standard international assignments are associated with commuter, rotational, contractual and virtual types of work (Nelson Education Limited, 2012, p. 30). Virtual types of work involve employees managing international responsibilities from the home country base and frequent visits to the host country. Rotational assignments are short-term relocations to take up a post in a foreign location, followed by time off at the in-home location (Collings & Isichei, 2018).

In one of the few studies that researched the impact of short-term assignments, the potential to build social capital in the MNE was identified, as the assignments bring together assignees from around the MNEs to work on specific projects. This expands the interaction beyond the locals and increases the number of networks in the MNE. It is therefore more utilised for subsidiary employees than HQ employees (Collings & Isichei, 2018). However, the challenges of assignments (short and longer term) include the following: individuals on short-term assignments have

similar expectations to assignees on longer term assignments around unmet expectations of upward career mobility on completion of the assignment and whether the international learning is taken into consideration (Crowley-Henry & Heaslip, 2014). Another disadvantage is the strain on family relationships due to separation (Crowley-Henry & Heaslip, 2014).

There has been limited empirical work on commuter and rotational assignments and, according to Deloitte (2013a, cited in Collings & Isichei, 2018), commuter assignments are more frequent than in the past. Rotational assignments are expected to increase over the next five years (Deloitte, 2013b, cited in Collings & Isichei, 2018). Factors such as time away from home, unpredictable work schedules and limited control over work schedules impact rotational assignments. Compliance with tax laws and other legal issues such as immigration are major challenges involved in managing international commuters for globally mobility professionals (Collings & Isichei, 2018). From the perspective of aligning mobility expectations the role of agency in negotiating international roles which fit better with individual circumstances is advocated (Kirk, 2016).

4.6.2 Assignment cost testament

Sending expatriates on international assignments is a costly endeavour and often the difficulty lies with assessing the benefits of the assignment (Nowak & Linder, 2016, p. 88). Based on the views of P2 and assignment cost testament factors, international mobility is found to be a planned and deliberate career move for expatriates that has clear long-term benefits for the individual (such as individual ROI outputs) as well as for the employer (such as successful GTM outcomes) (McNulty, 2016). The assignment process has three major stages which play an important role when various costs of the assignment are discussed: the pre-departure stage, the phase during the assignment and the repatriation phase (Nowak & Linder, 2016). Before expatriation, direct costs are incurred that are associated with training, look-and-see trips (flights, meals, accommodation), workshops, individual pre-departure support, legal counsel, and so on, as well as costs of leaving the country. Costs during expatriation include expatriates' allowances (e.g. housing, car, hardship, cost of living allowances, transportation in the host country, incentives for moving abroad, mobility bonuses, home leave, and

so on). The repatriation phase incurs costs, for example from contracts with insurance companies or housing providers which might still be incurred beyond the actual duration of the assignment. Additionally, costs for readjusting to the home country in terms of the employee's productivity need to be considered (Nowak & Linder, 2016). McNulty (2016) asserts that expatriate attrition is a leading cause of poor ROI. While studies show a better understanding of factors that ensure global career success for individuals (Suutari, 2003), no studies have addressed the extent to which a focus on expatriate ROI can impact on the organisational outcomes from a GTM initiative (McNulty & De Cieri, 2016).

4.6.3 Expatriation policies

Expatriation policies are developed to meet a variety of aims which include controlling both the activities abroad and the effectiveness of know-how transfers, training, enriching the experience of and socialising expatriated managers (Jaussaud, Schaaper & Zhang, 2001). International assignments are managed according to a set of organisational goals and regulations (Andrea & Gray, 2013). Perlmutter (1969, 1974, cited in Jaussaud et al., 2001) distinguishes between four types of expatriation policies, widely accepted by scholars who have studied this issue in depth: ethnocentric approach, polycentric approach, geocentric approach and regiocentrism. The approach that an organisation uses depends on the degree of development of both the NC and the host country.

4.6.4 Flexible forms of work

Flexibility has become a means for employees to balance or integrate their work and family responsibilities (Leopold & Harris, 2009). Flexible scheduling has potentially a dual function for employers as an employee benefit as well as a productivity enhancing tool (Leopold & Harris, 2009). Telecommunications technologies have transformed economies and transnational organisations employ mobility strategies that affect the work and life of highly skilled professionals and their families (Andrea & Gray, 2013).

Expatriates have historically worked long hours and have generally been considered to have less work-life balance (Shortland, 2019). IAs who work on

international assignments can work flexibly in certain situations. For example, with organisational support, commuter assignees can undertake four longer days a week rather than the normal five-day working pattern (Shortland, 2019). Assignees who work rotational assignments which involve shift patterns (such as four weeks in the host location, followed by four weeks at home) can potentially flex their shifts if there is an agreement for their back-to-back work with their colleagues (Shortland, 2019). Remote working has been posited to introduce flexibility into expatriate assignments. Assignees can extend their reunification in their home country with family and friends while working remotely to deliver their objectives in the host country (Shortland, 2019).

However, recent research contends that increased flexibility can result in more segmented policies with different terms and conditions for different types of assignments (for example, by differentiating between self-requested moves and business essential ones) (Mercer, 2020). Failure to comply with duty of care could expose companies to lawsuits from assignees and companies also have to contend with the differences between countries in employment law. There needs to be an understanding of the new types of mobility (such as short assignments, locally hired foreigners and gig workers) as well as the increasing diversity of the expatriate population as there could be increased risks or difficulty tracking employees (Mercer, 2020). Flexible policy should be categorised according to policy items: fixed/non-negotiable, flexible in terms of delivery but with minimal coverage, and optional. The minimum requirements must be implemented in all policies covering the different types of assignments and communicated to local HR (Mercer, 2020).

Flexible working can help to expand the talent pool for organisations seeking to grow their international operations. In addition, the flexible options available can prove an attractive proposition to potential IAs (Shortland, 2019). Although many companies seek to define general standards, in practice they tend to be more flexible towards contractual arrangements (Andrea & Gray, 2013). For example, rewards and benefits can be proposed (regarding taxation, housing, education, retirement perks etc). A multi-tier approach is often adopted to tailor contractual packages according to organisational priorities as well as to the hierarchical level, skill set and responsibility of the assignee (Andrea & Gray, 2013).

4.7 Discussion of RQ5

4.7.1 Expatriate numbers

Expatriate numbers are managed by the HR department directly or indirectly. The Sante Fe Relocation Global Mobility Survey (2018) indicates that around 20% of organisations' total employee head count is internationally mobile. The organisations in the survey employed at least 6.3 million people globally (with an estimated maximum of 8.3 million), and global mobility teams managed at least 1 million business travellers (16% of the total employee group) and about 250 000 internationally mobile assignees (4% of the total employee group).

4.7.2 Expatriation risks

P2 indicated that the expatriate's family has a big impact. "If the person is not adaptable it doesn't always work out. The person can have the skills match and be a great project manager but if the family moves and the family is not happy, then his/her time on assignments will be a flop. Then it's costing the business and the person is unhappy and we don't get a good output, we don't get justification for moving that skill and getting good feedback and a good assignment for that person."

4.7.2.1 Family maladjustment

Family maladjustment was confirmed in the literature as one of the causes of expatriate failure which results in personal unhappiness and frustration experienced by the expatriate and/or his/her family with the international assignment (Van Aswegen, 2008). Linked to family maladjustment, recent research supports the family domain as a micro-domain where personal factors and the accompanying family have the greatest impact (McNulty, Luring, Jonasson & Selmer, 2019). Crisis events impact the family domain, for example household dysfunctionality, changes in partner/relationship dynamics and family isolation from familiar family networks (McNulty et al., 2019). Family dysfunctionality and risk factors are associated with increased relationship stress with partners and children, dual-career issues and loss of employment for the trailing spouse and cross-culture family stress in the host location (McNulty et al., 2019). Expatriates' work life and the

organisational domain are also affected as expatriates become dissatisfied with the situation experienced in the family and tend to bring these negative emotions to the workplace where this could cause further problems (McNulty et al., 2019).

4.7.2.2 Health and safety factors

The context of living and working conditions in the host country relates to expatriates' psychological well-being (Giorgi, Montani & Fiz-Perez, 2016). Healthcare is one of the main issues for expatriates: more than one-third of IAs are dissatisfied with the health assistance they receive (Giorgi et al., 2016). Health and safety risk factors include the following:

- Risk of being involved in accidents when expatriates are sent to countries with low driving standards and poor road safety.
- Quality of living conditions to ensure the adaptation of an expatriate to the new job environment, example, good water quality cannot be ensured in all countries and non-controlled food could be cause for infections or gastrointestinal problems; lack of leisure activities; low quality internet and telephone functionality.
- Working conditions – there are higher psychological and physical strains reported in developing countries which can inhibit the expatriate's ability to cope with perceived stress and the increase of unsafe practices. P2 indicated the following: "things that can influence is the person is not coping well with a different country. For instance, it could be too hot. People going to work in Abu Dhabi or Dubai, its hot for them so they're slow to responding to things which could influence their work output or productivity and managers could be they're not doing their tasks and it could become a performance issue".
- Chances of disease contagion – expatriates must be informed on the prevalence of diseases in the host country before the trip or during their stay. In this regard inoculations and specific vaccines would be an important protective factor against possible contagion. P2 said, "It could be a physical where somebody gets ill, we have had people who become very ill and it's not that the medical coverage wasn't good enough, they just referred to go home and have their medication or treatment back home."

- Fear of being involved in violence, kidnappings and terrorist acts which have been reported to be more widespread (Giorgi et al., 2016). P2 said the following about dangerous working conditions resulting from extreme political pressure: “The second one I had recently is where you work in a country where there is extreme political pressure, so, for instance in Zimbabwe, we had that coup that happened earlier this year or last year with the elections, we had people in Zimbabwe and we had to make sure we had a plan to be able to get people out in case we had to. so, it can be a safety, political issue.”

According to Giorgi et al. (2016), the standard of healthcare around the world varies and discrepancies may exist even among different regions of the same country. Expatriates might be afraid of not receiving adequate and timely treatment for all types of injury, sanitary conditions might not be good and there may be increased risks of contagions or illness. In addition, there are viral diseases that are not preventable with vaccines, for example Ebola, or Middle East Respiratory Syndrome (MERS) outbreaks (Giorgi et al., 2016). Most recently in her online blog Lazar (2020) wrote about the outbreak of the Coronavirus pandemic which has hit multinational employees hard in every part of the world. US expatriates living abroad and EU expatriates working in the US have been subject to travel bans, embassy closures, shelter-in-place orders, widespread work shutdowns, mass terminations and furloughs around the globe (Lazar, 2020).

Expatriation management needs to be adopted using both individual and organisational strategies to reduce the possibilities of stress among expatriates (Giorgi et al., 2016). Organisational support is crucial for expatriation into newly developing countries and remote regions (Shortland, 2020). Health and safety practical support should cover healthcare including access to local doctors, dentists, clinics and hospitals (Shortland, 2020). Medical insurance with attention to emergency assistance and evacuation needs to be communicated and provided (Shortland, 2020).

Global mobility professionals have a strong need for intelligence management and advanced risk analysis (Bader et al., 2017). The security situation around the world is constantly changing and varies considerably from country to country, region to region, and location to location. Global mobility departments require digital solutions

in order to efficiently monitor the occurrence of critical events, assess global country and city risk, and support the management of crises (Bader et al., 2017). The level of complexity has also increased due to more and faster availability of data and different regulations in countries. For instance, Bader et al. (2017) and Dickmann (2016) agree that it takes a great deal of effort and in-depth understanding to work with the large range of compliance issues that global mobility departments face. This raises the question of whether HR and respective policies should be centralised vs. decentralised. Another issue cited by Bader et al. (2017) is that knowledge transfer between subsidiaries has increased in importance and complexity in terms of its role across management functions, directions of knowledge transfer and types of IAs.

4.7.2.3 Career management and career risk

This theme is associated with expatriate contracts and job security, repatriation and cancellation of expatriate assignments.

Employers tend to strive for fair, equal and consistent treatment of their staff, encourage motivation and commitment and try not to breach their psychological contract (Dickmann et al., 2018). Based on expatriate contracts and work, Dickmann et al. (2018) state that there need to be clear definitions of who is an international traveller or commuter, who is on a short- or long-term assignment or when (if at all) to convert an assignment contract into a local plus arrangement which tends to lead to unfair treatment of International Mobility Employees. The different categories of global work are linked with highly distinctive contracts that specify different financial reward levels and highly different benefits (travel, accommodation, health insurances, support measures) (Dickmann et al., 2018). Short- and long-term assignment policies are normally centrally defined (which ensures a higher degree of equal treatment and fairness), international travellers are often flying under the radar screen of international mobility departments, and their higher costs are borne by travel budgets while there are few financial incentives (Dickman et al., 2018).

4.7.2.4 Repatriation and expatriation: re-entry policies

Assimilation policies that provide for progression need to be reviewed and monitored, for example in the form of a performance management process (Armstrong, 2006). Where many expatriates are employed, it is customary for someone at headquarters to have the responsibility of looking after them (Armstrong, 2006). P8 in the interview stated: “the career management of expatriates is all well and good for someone going on an expatriate assignment. But then what happens after that? Because that expat assignment would not last forever. You would go on an expat assignment to a host country, but you do not belong to that host country you belong to the home country. So, the home country needs to know that... know its people who are out there and ultimately, they are accountable for you as a person. The need to know that we’ve sent X to Australia for two years than before the two years is up they need to have a plan either you are going to localise and stay there, Then you become one of them and Australia now looks after you or you come back to a bigger job.”

The repatriation experience is a function which involves what happens during the repatriation stage and the expatriation period itself (Akkan, Lazarova & Reiche, 2018). Scholars have placed the emphasis on two stages of individual global careers: international assignments and employees’ broader career plans. When there is no fit between the two, repatriates may consider leaving the organisation (Akkan et al., 2018). The extent to which performance during expatriation predicts performance during repatriation depends on whether the subsequent position is related to the previous experience, that is, how consistent the global career is.

A study done by Lazarova and Cerdin (2007, cited in Akkan et al., 2018) proposed that career activism is an antecedent to turnover intentions upon repatriation. As such, Protean behaviours such as social networking and information seeking are suggested to mediate the relationship between having proactive personality traits and resultant career outcomes. The study indicated that after accounting for the role of organisational support, the more career initiatives individuals engage in prior to repatriation, the more they exert agency on their career choices upon return (Akkan et al., 2018).

In summary, there are differences in the types of expatriates and this has implications for the repatriation experience (Akkan et al., 2018). Notably, research suggests that the type of assignment (developmental vs. functional) may influence employees' repatriation concerns and their perceived career prospects with other employers. Developmental assignees perceive better career advancement opportunities in their organisations and are more confident that the assignment will enhance their career prospects upon repatriation (Akkan et al., 2018). With regard to developmental opportunities, P8 indicated that "there is usually one of the kind of objectives of expat... Sometimes it is taken as developmental opportunity to expose a person and they take on a bigger role".

4.7.3 Teams on project assignments

This theme entails performance management goals and team leadership of expatriates in an overseas location. P1 explained that 90% of the time her role as a senior level person was to lead the group in the right direction and to have a plan to achieve so much with that plan. According to earlier research by Tahvanainen (2000), goal setting of middle managers involves the manager in a host location setting the goals, while many expatriates also have a manager at headquarters. A business establisher can be used where goals are agreed upon with the primary manager, located in the host country or home country. There are relatively few broad goals which vary from specific to very specific (Tahvanainen, 2000).

Effective performance management is particularly relevant to expatriate employees who are critical to MNCs' strategy formulation and implementation. For example, expatriates can establish a company or a company function in a foreign location and can provide a foreign unit with the knowledge that the parent company considers it necessary for the foreign unit to function effectively (Tahvanainen, 2000). Other reasons for sending expatriates are to serve as key contacts for coordination and to act in a control function between the parent company and subsidiaries (Tahvanainen, 2000).

4.7.4 Duration and intent of expatriate assignments

Two participants mentioned the duration of expatriate assignments. One participant mentioned expatriate assignments as being dependent on the intent of the assignment (P2); P8 explained that it depended on the need – either the business or for the individual. There are overall differences between long-term and short-term expatriate assignments. According to Salleh and Koh (2013), long-term expatriate assignments are more complex and time consuming. They involve jobs that an assignee fills for at least three years. Filling a position requires the transfer of technical knowledge mainly to developing countries, where qualified local professionals are not always available. Long-term expatriate assignments also include management development and organisational development. Transferring for management development gives the expatriate managers international experience and develops them for future roles in subsidiaries abroad or with the parent company. Organisational development focuses mainly on controlling in terms of the structure, and decision processes of the organisation (Salleh & Koh, 2013). Long-term assignments require adaptation and an understanding of the foreign culture and these take a long period to acquire (Salleh & Koh, 2013). P8 indicated that a long-term assignment is usually from one to three years, or possibly four, P2 said: “Corporate assignments or skills transfer assignment which are non-project is internal, anything from one year to five years.” This is in line with the literature. Long-term assignments are to deliver skills and to complete or facilitate the implementation of business deals or projects (Salleh & Koh, 2013).

Short-term assignments involve extended business trips which can be from one to three months up to one year and do not involve the relocation of the assignee’s spouse and/or family (Mayrhofer, Reichel & Sparrow, 2012). However, the length of assignment depends highly on the assignment’s progress (Salleh & Koh, 2013). Short-term assignments are appealing from an organisational perspective because they allow cost reduction, skills transfer and skills transfer for specific skills and problem-solving (Salleh & Koh, 2013), can serve as developmental measures, are used to train the local workforce and are used to handle the specific needs of projects (Mayrhofer et al., 2012). Managers who have vast knowledge about the assignments intend to undertake these assignments (Salleh & Koh, 2013). Notably

short-term assignments still require substantial HRM efforts ranging from selection to repatriation (Mayrhofer et al., 2012).

P2 stated that permanent moves are once off. Permanent international transferees move from country to country without or with brief intermissions in the home country and, based on their international career orientation, opt for spatial careers (Mayrhofer et al., 2012). Permanent moves serve longer periods of international positions irrespective of the specific country (Mayrhofer et al., 2012). Internationalism is therefore a major career anchor in this group as they adopt a short-term perspective, seeking career paths outside the traditional hierarchical routes, have a significant degree of self-management and have strong internal values for career transitions – they are individuals with global management responsibility (Mayrhofer et al., 2012).

International work occurs in various forms spanning long-term assignments lasting several years, short-term assignments and frequent international travelling (Dickmann et al., 2018).

A research survey conducted by CReME-Cranfield invited 407 multinational companies to participate in a study on the new forms of global working, and 65 respondents participated (Petrovic, Harris & Brewster, n.d). The Cranfield survey indicated that new forms of international working have emerged as a result of companies trying to answer the challenges of expatriate assignments. As the number of international assignments continues to increase, and companies are increasingly adopting more flexible approaches to international assignments, it could be assumed that long-term assignments may now form only a small part of the total international workforce (Petrovic et al., n.d.).

4.7.5 Organisational support for expatriates

Theme 5 confirms the perceived organisational support (POS) concept identified in the literature. POS refers to employees' global beliefs concerning the extent to which the organisation values their contribution and cares about their well-being (Takeuchi, Wang, Marinova & Yao, 2009). Guzzo, Noonan and Elron (1994, cited in Takeuchi et al., 2009) were among the first to adapt the measure of POS among

expatriates with respect to current job assignment (such as work), off-the-job life (such as non-work) and plans for repatriation. Working in a foreign environment fundamentally changes the nature of the employee's relationship with their organisation as the employer becomes a crucial or (only) source of support, thus making the employing organisation even more central to the employee's daily life (Takeuchi et al., 2009). POS is underpinned by organisational support theory, which posits that the positive or negative consequences of POS result from the employee's perceptions of favourable treatment by the organisation as a discretionary choice and the norm of reciprocity within a social exchange framework (Takeuchi et al., 2009).

POS plays a significant role in employees' organisational commitment, work engagement, performance and retention (Xie, 2020). Within an MNC, it is even more essential for the employee working overseas than for the domestic employee in a complicated cross-cultural environment (Xie, 2020). With regard to POS in terms of accommodation or housing support, P8 indicated that as an AE, she was provided with a full spectrum of support for living in a host country which was arranged by the assigned HR mobility department. This support was in the form of the AE package, family support for school fees, assisting spouse in adjusting socially (although in some cases spouses were not allowed to work), assistance in subsidising a vehicle, tax assistance, social security, medical aid, renewing permits and flight arrangements. This is in line with the literature, which states that organisational support serves to moderate the positive relationship between expatriate adjustment and (a) emotional intelligence, (b) cultural intelligence, (c) experience in a broad spectrum, (d) family support, (e) family adaptability, (f) parental demand, (g) family to work conflict, (h) social capital, and (i) mentoring behaviour (Xie, 2020).

The findings from the perspective of SIEs were that there was less organisational support for SIEs. P7 noted that she was "always the one who was doing the self-initiated thing, and so my companies were not as good at understanding what kind of support that expatriates need". She said that they did not have a lot of corporate support other than making sure that her visas were taken care of. P3 noted that they "do not have a whole lot happening in terms of support. We do support with the visas and housing applications, things like that so the technical procedure,

immigration officers, things like that. We have some support systems in place if people, in terms of the employee wellness but that's just general for all staff but there's no specific programmes in place here for expatriate staff or their and nothing for the families”.

P6 as an SIE received financial incentives, and when he moved from Cincinnati to Texas it was due to the original company being bought out and he had the choice of moving to one of three states. “They just gave me moving expenses, that was pretty much it.” P7 noted that in terms of social support it was more about knowing who to speak to “a training organisation who trains people and there is people who qualified me, they will help me to say I know somebody else, this is the procedures I followed. You align yourself and you find people part of organisations who has done that before”. P7 also mentioned that as an SIE she had to arrange her flights and visas. She said, “I'd be so grateful if somebody took all the nonsense of air tickets and bookings and getting cargo across there and that if I didn't have to do that, that is about the only thing. I don't really want to be sitting and planning and dates and flights and alternate flights and all of that stuff.”

In the literature on organisational support for SIEs, there seems to be a lack of qualitative investigations which provide a detailed understanding of the interaction of SIEs with members of host country organisations in their adjustment (Khedher & Asadullah, 2019).

SIEs are not expatriated by any corporation and they do not have support from the sponsoring organisation; therefore, it becomes relevant to pay more attention to the role of bonding capital (family, co-cultural colleagues, etc.) in the adjustment of SIEs. The social groups offering the part of bonding capital play a more important role in the psychological adjustment of expatriates than the bridging capital (such as the work/host country organisation) (Khedher & Asadullah, 2019).

According to Khedher and Asadullah (2019), there is sufficient literature available on social support dimensions for organisational expatriation and self-initiated expatriation, but the research from the HR development perspective is still lacking. Social and organisational support has serious implications for HR development. A

qualitative investigation on social and organisational support may provide interesting insights into this perspective because of the role of social support in transfer motivation, transfer of training and the role of supervisor support in providing an environment for this transfer of training. Social support dimensions may develop a further understanding of the distinct role of each social support group in the expatriation outcomes, such as SIEs' career progression, promotion, retention and adjustment in the host country organisations (Khedher & Asadullah, 2019).

Khedher and Asadullah (2019) reveal that HR arrangements, social organisational events, culture and diversity are key contributors to the adjustment and professional development of SIEs. Poor HR arrangements, lack of social gatherings, poor organisational culture and lack of diversity may have negative HR development outcomes because of their negative role in the adjustment of SIEs and could prove costly for the expatriates and the firm (Khedher & Asadullah, 2019). Expatriates who have had prior experiences of parental demands and family leading to work conflict tend to be able to manage these problems more easily (Lee & Kartika, 2014). Social capital and mentoring behaviour are also important factors that can enhance the success of expatriate adjustment. This could further influence expatriate performance, innovative work behaviour, knowledge transfer and organisational performance (Lee & Kartika, 2014).

4.7.6 Skills, capabilities and willingness to take on new assignments

This theme entails skills, capabilities and willingness to take on new projects as well as be a valuable resource for the organisation. P2 explained, "it has to do with your track record, if you are good at your job and it works well for the business to use you as a resource and on the other hand a willingness to take on new assignments, it's a win-win for both the organisation and the employee but it depends on what your business is and what industry you work. The individual reviews and decides on whether they happy to continue in a different location. It's important that the organisation have these mechanisms in place to first support an expatriate and in

case things go wrong, whether performance issue, or employer, that these different situations can be handled.”

These findings support the literature. Knowledge, skills, attributes and other competencies (KSAOs) are necessary to do the tasks required by a given position in an organisation (Feitosa et al., 2014). The foremost crucial factor for success abroad is assigning the right person for a task, which is dependent on the specific job need (Feitosa et al., 2014). Not all the abilities can be trained and therefore job-specific KSAOs, for example autonomy or computer skills, should be identified during the selection process to improve technical performance on the assignment. If the person has already acquired the technical KSAOs of the job, then more time can be dedicated toward applying cross-cultural skills. Being a good performer and learning new skills enables the expatriate to properly interact with locals, thereby increasing sociocultural adjustment (Feitosa et al., 2014).

Gremmo (2018) postulates that some scholars have shown that exposure to foreign contexts provided by, for example, education or work assignments, allows executives to accumulate knowledge of foreign cultures and business practices.

In earlier research KSAOs were linked to expatriate selection. Selection was stated as the objective to identify the best person for the job from a pool of candidates (Peron, 2001). Thus there is a need to identify those that have the necessary KSAOs to perform well on the job and be relevant to the position as an expatriate as well as to adjust to the new culture, which requires a new set of KSAOs (Peron, 2001). The individual characteristics emerge from the individual level to the unit level according to the complexity of the task environment and the emergence of enabling states (Gremmo, 2018). According to Gremmo (2018), there are three components of internationality (such as nationality, international education and international experience), which are nothing more than KSAOs: nationality falls within non-cognitive context-generic KSAOs, and international education and experience are two examples of cognitive KSAOs. The HR practitioner needs to understand which KSAOs are useful in predicting success on the job for an international assignment. Therefore, useful selection and training strategies should increase the potential for success (Peron, 2001).

Knowledge and skills in the literature are underpinned by human capital theory. This theory is based on the concept that acquiring knowledge and skills not only increases individual employability and income potential, generating cumulative rents for the individual, which usually translates into higher and sustained personal income, but also firms' potential productivity (Gremmo, 2018, p. 10). It increases human capital, defined as the stock of competences, knowledge, social and personality attributes embodied in the ability to perform labour to produce economic value (Gremmo, 2018).

4.7.7 Equality of expatriate assignments

P2 indicated that "it is important when you set up assignments and it's for a project, it's very important that there are an equality and people are given the same right because if one, people always talk, so if one person gets this and the other doesn't, it doesn't do well". Employment equity is important in assessing the impact of organisational policies and HR practices aimed at addressing unfair discrimination (Roy, 2016). Accordingly, the research literature posits that the recruitment and selection process for multinationals needs to ensure compliance with equal employment opportunities for employees in all employment locations (Anonymous, 2007). This involves an understanding of the increasingly conflicting national laws on employment. Multinationals must be aware of legislation and ensure subsidiary compliance where appropriate in selecting expatriates (Anonymous, 2007). There must be clear internal regulations which differentiate between the target groups and assignment types and thus increase the transparency of the mobility programme and ultimately increase its acceptance among employees (Gruethner, 2019).

International project assignments are defined as assignments to client projects abroad, whereas assignments to projects abroad within one organisation are called international assignments (Gruethner, 2019). When it comes to international project assignments, mobility is often asked to deliver results even faster than for traditional international assignments, because requirements tend to come up or change at short notice. The complexity of compliance as well as external and internal compliance issues needs to be evaluated individually (Gruethner, 2019).

From a selection point of view, organisations face different challenges, causing them to use different approaches when they want to use an adequate selection system from one place to another. These challenges involve translation and adaptation to the local language and culture; resistance to change from current practices; dissimilarities in legal frameworks; differences in administration capabilities; availability of technology; skill levels of the local workforce; diversity in jobs and job performance; and considerations of acceptability by local managers and applicants (Bártolo-Ribeiro & Andrade, n.d.).

Lin, Lu and Lin (2012) have presented a collection of journal papers on expatriation management over several decades (from 1971 to 2009) which identified a set of criteria considered in the selection of expatriates in western countries and Taiwan as valid predictors of success: skills (e.g. technical, managerial and leadership skills, past performance and previous overseas work experience), ability (e.g. to communicate, adapt and command respect), personality (e.g. cultural empathy, initiative, creativity, independence, emotional stability, maturity and interest in overseas work) and demographics (e.g. education, age, marriage, medical status and adaptability of family). Expatriate staffing is further linked to international staffing as a major strategic HR deployment that may determine the success or failure of the geographically dispersed global operations of MNCs (Lin et al., 2012). Staffing options include assigning PCNs, HCNs, TCNs and a mixed and ad hoc arrangement (Lin et al., 2012).

MNCs seek consistency and integration of approach, policy and practices globally: using a geocentric approach, an ethnocentric approach, a polycentric and a regio-centric approach (Roy, 2016). Some MNCs use a combination of approaches based on a contingency perspective. This view acknowledges that, while basic principles of sound employment practices may apply, unique features of the local context have an impact on the way policies and practices are designed, implemented and monitored (Roy, 2016). A combination of approaches may be used by the same MNC in different countries (Roy, 2016).

4.7.8 AE progression to senior levels on the hierarchy structure of the company; localised leadership opportunities for SIE

Foreign assignments being aligned with career development of expatriates is reflected differently in the global work experiences of AEs and SIEs.

P1 mentioned that her work experience as an AE fast-tracked her being promoted to reach more senior levels: “when you leave your home country you go there and when you come back within a two-year period, you leave on a platform, a certain hierarchy. Then on your assignment you need to come back in two years you should reach the next level in the structure of the company.” AE career progression is reinforced in the relevant literature. From an AE perspective, these expatriates typically move to fill a position in a subsidiary within the same organisation where the need for the foreign assignment is aligned with organisational and individual career development considerations (Suutari, Brewster et al., 2018). Suutari, Brewster et al. (2018) indicate that career structure is highly important for AEs and there is some indication that their career progression can be faster than that of non-expatriated peers. AE and career structure could also be linked with repatriation. According to Suutari, Brewster et al. (2018), AEs are highly dependent on the career structures in organisations and benefit from career planning which result in job offers at the repatriation stage. This means that the AE’s organisation should be an immediate source of jobs at the end of the international assignment. Typically, the people who chose them for the last assignment will serve as a ‘bridge’ back to the home organisation while they are abroad (Suutari, Brewster et al., 2018).

Repatriation planning is critical at the onset of expatriation for an overseas assignment, such as consideration of a mutually acceptable job and re-entry training combined with repatriation programmes (Nel, 2015, p. 84). A repatriation agreement should be made between the employer and employee so as to develop a repatriation process to help manage the employee’s goals and expectations. A period should also be specified (generally three years of the assignment) and an incentive payment, for example relocation benefits (Nel, 2015). The literature

provides a series of initiatives for repatriation, such as offering visible signs that the company values international experience, limiting time away from the home country, assigning “mentors” and “sponsors” back in the home organisation, providing reorientation programmes about changes in the company and others of a similar nature (Bonache et al., 2018).

Studies also argue that not all AEs have an implicit promise of re-employment and sometimes repatriation is not included in their employment contract (Brookfield Global Relocation Services, 2016, cited in McNulty & Brewster, 2019). More companies do not guarantee employment to AEs after their first contract is complete. McNulty and Brewster (2019) further explain that a possible and growing alternative to repatriation is reassignment, meaning that the expatriate takes on another new job in a location other than the home country. This works well for companies with international cadres of AEs. Reassignment is also common among SIEs who often prefer to stay abroad because it aligns with the nature of their working life of being mobile and working in different locations abroad (McNulty & Brewster, 2019). From a labour market perspective, the opening of emerging markets provides reasons why reassignment has become a new career opportunity for AEs and SIEs (McNulty & Brewster, 2019).

P6 mentioned that the only reason his assignment aligned with his career development was that “they wanted him local to lead the team which would have led to more leadership opportunities for myself and that is why I decided to make that move”. The literature shows that the main objective of SIEs is to secure employment in the local host country as a key strategy for gaining international work experience, which can greatly facilitate the development of international competencies associated with building global leadership and career capital (Paik, Vance, D'Mello & McNulty, 2017). The research literature supports that SIEs are much more career agentic and have a more Protean (Hall, 1976) and boundaryless career (Suutari et al., 2018). This implies that international work experience increases both SIEs' chances of promotion with their current employer and their marketability in the external market, both factors being indicators of objective career success (Suutari et al., 2018). SIEs go abroad because of the perceived potential career capital of international work experience and the attendant professional connections that can accrue for supporting long-term personal and professional

success (Paik et al., 2017). SIEs may experience career problems on return to their home country. Suutari et al. (2018) anticipate that the long-term career outcomes will be different, given the different starting points, with SIEs generally having no repatriation agreements, no home country unit to repatriate to and thus no career sponsorship from key personnel or a mentor in the home country.

The career development of expatriates was studied from a transitioning role of corporate expatriates, referred to as company assigned expatriates who moved from their initial MNC employment and transitioned into an entrepreneurial career while abroad (Paik et al., 2017). These individuals have self-initiated into an expatpreneur career category (Paik et al., 2017). After working a significant amount of time in a local host country market, these expatriates often recognised a local new venture opportunity and self-initiated their departure from their MNC, either during or at the close of their traditional expatriate assignment. It is possible that MNC professionals are already SIEs before their traditional expatriate assignment and therefore use this company assigned expatriate opportunity to gain career opportunities in the desired international host country environment. Then at the appropriate time they move from the MNC as active expatpreneurs, starting or joining a new business venture in the host country (Paik et al., 2017).

4.7.9 Foreign assignment and career development of expatriates

In this theme P5 spoke about expatriates being very experienced within the company and therefore the organisation will develop these expatriates. “For example, you have a problem with planning, so you bring in someone from Japan. You have a problem with mechanical engineering you bring in someone from Germany; for sales you would bring in someone, you know, America. That sort of thing. So, the great thing about MNC’s is that they harness the power of their global structure by bringing in the best talent they have from pockets of excellence.” Highly experienced expatriates in the literature are associated with talent management (TM) and global talent management (GTM) practices.

TM is described as a set of activities that usually revolve around identifying, recruiting and selecting talent from the external labour market, identifying key internal talent, developing employees, managing talent flows, including facilitating the movement of talented individuals across regions or countries and ensuring retention of talented employees (Vaiman, Haslberge, & Vance, 2015). TM focuses on two dimensions: key individuals with high levels of talent (measured by their knowledge, skills and abilities) that are employed in key/critical roles and add value to the organisation, and HRM policies, procedures and techniques that are effectively used to manage talented individuals (Vaiman et al., 2015). GTM policies and practices have a direct impact on the organisation's capacity to generate, acquire, store, transfer and apply knowledge and information in support of company goals and objectives (Vaiman et al., 2015).

GTM focuses on identifying and attracting individuals interested in international work and motivating and retaining individuals with international executive talent (Cerdin & Sharma, 2014). However, the issues are that talent shortages constrain MNCs from implementing their global strategies since they are unable to utilise the strengths of talented managers with appropriate international experience in the global business environment (Cerdin & Sharma, 2014). Different MNCs utilise a variety of strategies in the management of their global talent (Cerdin & Sharma, 2014). GTM strategies identify specific personality and competency-related profiles, recruit HCNs abroad to repatriate and work in their own country of origin, attract a diverse pool of applicants and provide them with full career support. Some corporations attempt to target SIEs, as they represent an important source of national and organisational talent (Vaiman et al., 2015).

4.7.9.1 Global skills

P6 noted that when he moved to the US he had to start working at a very much more global level and he wanted that as part of his career skill set. I interpreted this statement from the view of expatriate skills in a global role. Recent research indicates that knowledge transfer between the HQ and foreign subsidiaries is an important research issue in international business (Przytuła, Rozkwitalska, Chmielecki, Sułkowski & Basińska, 2018). It is also one of the main organisational motives of foreign assignments. Expatriates and their competencies affect the

knowledge transfer mechanism (Przytuła et al., 2018). According to Przytuła et al. (2018), technological knowledge is especially transferable, whereas experience-based knowledge or the knowledge embedded in a company cannot be transferred to others. In global corporations the knowledge transferred between foreign subsidiaries is mainly tacit and not explicit (Przytuła et al., 2018). Objective or explicit knowledge refers to knowledge that can be articulated either verbally or in writing and thus can be transmitted in a formal, systematic language (Przytuła et al., 2018). Tacit knowledge is implicit, non-verbalised and therefore difficult to formalise and transfer to others since it is embedded in individual experiences and involves personal beliefs, perspectives and value systems (Przytuła et al., 2018). The process of knowledge transfer is carried out through the expatriates who transfer not only their corporate knowledge directly from HQ to a foreign subsidiary, but also their personal experience and individual know-how (Przytuła et al., 2018).

Corporate expatriates are specifically assigned to transfer knowledge of global business practices to subsidiaries in order to improve the business development of subsidiaries (Shao & Ariss, 2020). The role of HRM architecture facilitates intra-organisational knowledge transfer (Przytuła et al., 2018). According to Shao and Ariss (2020), high commitment HR practices can positively affect knowledge transfer between employees by creating an organisational environment that fosters cooperation between knowledge workers, trust between employees and organisations as well as shared languages.

4.7.9.2 Career development of expatriates through placement and exposure in different markets

The data findings in this theme relate to the classifications of international assignments. P2 had this to say: “they would support, first of all, by identifying the type of assignment, so, what is the need of the business, why do they need this expatriate to go on assignment, based on that, we would put together an assignment cost testament based on the particular assignment policy. So, I would say it is not a must for you to get promoted to be on assignment. So, you don’t have to be on assignment to be able to be promoted. I think it’s a good way of developing your career.”

From the IHRM literature, international assignments are classified based on the work to be performed in the host country (Bornay-Barrachina, 2019):

- Technical assignments are becoming more common as organisations are expanding their technical expertise globally, for example when a company is interested in the implementation of a new technical production system. It is assumed that the work done will not be significantly different from that performed in the home country, and significant relations with the nationals of the host country are not expected.
- Development or high potential assignments tend to be consistent with the general plan of strategic management of HR and many organisations use these assignments in the context of their manager development programmes. They often require rotations, one of them being a stay abroad. Personal development is the aim of the assignment. For example, when a company wants to develop a pool of top international managers, it sends managers on international assignments to gain experience and develop their competences. P2 explained: “a good career development way of doing that is to put somebody on assignments so that he can be exposed to a different area in the world, so, instead of doing things just in the US, you go and look and see how things are done in Africa. it’s a good way to expose yourself so you can have more experiences, so that you can think differently about things, so it will drive you to hopefully get more clients and therefore give back to the organisation”.
- Strategic or executive assignments are covered by people who are being developed for top posts in the future. They tend to have high profiles, such as managers or vice-presidents, and the experience is understood both from the development and the strategic point of view, as they tend to be sent to fill a specific need in the host country, such as opening new markets, developing a base in a new area, being the manager of a subsidiary, etc.
- Functional or tactical assignments are assignments which are like technical ones, with the difference being that success in the mission requires a high degree of interaction with the HCNs. They can be focused on covering a technical or managerial gap and they are the most common of the international assignments.

4.7.9.3 Expatriate career goals require understanding of the purpose of expatriation and individual motivations being aligned with organisation opportunities

P8 mentioned that “everything is aligned to what a person wants to do. What opportunities are presented to them and the assumption is when somebody agrees it is aligned with how they want to grow their career. Every expatriate will have a longer-term career plan and career development plan within the company they’re going to”. P3 associated expatriate career development as such: “Something like participating in international week and going to teach or consult in another country, that would also be considered but it definitely is aligned with your career development goals.” These findings are in line with the literature (Shortland, 2016, p. 3) that the need to understand what individuals see as the purpose of expatriation and therefore the reasons why they take up international assignments is critical to attracting, motivating and retaining key personnel to deliver organisational strategic goals. Expatriate assignments are of strategic importance to organisations. To this end, the deployment of expatriates is an important role within international start-ups, partnerships, joint ventures, mergers and acquisitions as they enable the transfer of learning, expertise and other synergies (Shortland, 2016). Individual and organisational outcomes therefore become interdependent of each other (Dickmann & Doherty, 2010). If the main organisational purpose/goal is to develop an individual and this person acquires considerable career capital and is able to use it in the next job, the chances of superior performance and subsequent career advancement may increase (Dickmann & Doherty, 2010). For IAs the subjective career is significant and therefore they have an interest in pursuing organisational goals. However, their decisions and behaviour are determined partly by the company parameters, such as the organisational context, since it determines factors such as financial gain, reputation and career opportunities (Dickmann & Doherty, 2010).

Whatever the motivation for the assignment, it is important that it be congruent with the individual’s personal values, career drivers as well as medium- and longer-term career goals (Collings, Doherty, Luethy & Osborn, 2011). From a career perspective, career success needs to be measured over a far longer time frame and

includes the distinction between objective and subjective career success (Collings et al., 2011).

4.7.9.4 Performance management and expatriation

Individual-level performance and organisational-level performance are the two broad categories that Expatriate literature divides performance into (Brewster, Bonache, Cerdin, & Suutari, 2014; Care & Donohue, 2017). Individual performance on assignment is usually regarded as functional or tactical (e.g., control, coordination, or information transfer), while organisational performance is needed for the development of a globally integrated enterprise that is connected as a strategic use of human capital (Bonache & Noethen, 2014; Care & Donohue, 2017). Performance at the organisational level builds on the individual level-performance (Care & Donohue, 2017).

P3 spoke about international assignment goals and career development being associated with the performance management review process: “part of our performance review actually has to do with international involvement and activities abroad. Something like participating in international week and going to teach or consult in another country, that would also be considered, but it is aligned with your career development goals. You have to achieve a number of international hours per year in order to gain your performance goals.” This response was found to be consistent with the expatriate performance or achievement referred to as the assignee's actual (task) performance on the assignment or, as seen from the organisational point of view, the fulfilment of assignment goals (Bonache & Noethen, 2014).

It is almost a truism to suggest that good performance by expatriates is a sufficient condition for assessing the worth and effectiveness of foreign assignments (Bonache & Noethen, 2014). Effective expatriates' organisational performance results include increased monitoring and collaboration, as well as the transition and growth of key intangible assets (organisational culture, expertise, and global mindsets) across the global activity (Bonache & Noethe, 2014). A variety of personal, task, organisational, and non-work-related factors have been found to

influence expatriate adjustment, performance, and assignment success, including personality, previous assignment experience, position clarification, and spouse adjustment (Bonache & Noethe, 2014).

Caligiuri (1997) created a performance theory specifically for expatriates in which performance was broken into four dimensions: technological performance, contextual/pro-social performance, contextual/managerial performance and specific dimensions of expatriate performance (Care & Donohue, 2017). Additional activities, promoting individual and team success, preserving personal discipline, and motivation are all technical performance dimensions. Training, coaching, improving subordinates, representing the company to clients and the media, maintaining relationships, and interacting efficiently are all contextual/managerial aspects. Relevant dimensions of expatriates include replacement preparation, knowledge transfer, developing good relationships with host nations, encouraging subsidiary organisational engagement, language and culture skills (Care & Donohue, 2017).

The expatriate aspects of Caligiuri (1997) are applicable to foreign tasks and provide insight into the dynamics of the expatriate experience subsumed under the Campbell model (1990), (Care & Donohue, 2017). Caligiuri (1997) places host nationals in training on emerging performance management task dimension innovations rather than conceiving it as a contextual/managerial dimension otherwise expected to be with knowledge transfer as the functional necessity of a task (Care & Donohue, 2017).

Caligiuri matches the definition of expatriate performance dimensions to Campbell's performance dimensions, which are said to be applicable to international tasks and present a view of expatriate experience' added complexity (Care & Donohue, 2017). Replacement planning is a managerial staffing and training operation (under Campbell factor 8); the transfer of knowledge between parent and subsidiary may balance Campbell's written and oral contact factor; the establishment of good relations with host nationals may be part of promoting peer, team and subordinate success (Campbell factor 6 and 7) as may promote organisational performance (Campbell factor 6 and 7) provide insight into the additional complexity of expatriate experience. Other expatriate aspects of language and culture proficiency are

enabler factors that affect job success in some, though not all, expatriate contexts (Care & Donohue, 2017).

4.7.10 SIEs navigate their own career progression

Regarding Theme 10, two participants spoke about the challenges of career development for SIEs. P2 mentioned that in their organisation SIE work was based mostly on project work and therefore there were no major career development opportunities for some SIEs other than the opportunity to gain experience over similar projects. P7 mentioned that as a pilot when they took on flights outside the country, they were taken out of the local market and left out of charter flights or work. SIEs face several challenges as part of their lived experience and these eventually impact on their career development and experiences in the host country (Harry, Dodd & Chinyamurindi, 2019). From the data analysis I interpreted SIE career progression from economic factors as well as individual experiences from SIE career narratives.

Economic conditions or macro prospects clarify internationally faced growth challenges (Crowley-Henry, 2012). The economic element can be perceived as "a resource" for the achievement of organisational goals from the organisational point of view of the company on a resource basis (Crowley-Henry, 2012). Organisations value expatriation for the opportunity to serve a variety of organisational purposes based on organisational goals, such as filling skills gaps, launching new projects, transferring technology or information, establishing or improving management control, building management or other expertise, raising overall organisational efficiency, or transferring culture (Dickmann & Doherty, 2010). The definition of business expatriates and their key objectives were studied by McNulty and Selmar (2016), including managerial management of the foreign subsidiary and collaboration with HQ, the transfer of company-specific expertise, skills and culture, the creation of managers for international positions and the filling of positions when suitable workers are not available. In particular, these goals reflect the abilities and skills attributable to business expatriates who are both AEs and SIEs (McNulty & Selmar, 2016). SIEs are not an acceptable alternative to AEs for the purposes of control, transfer, activity of foreign operations and management growth, according

to Tharenou (2013, cited in McNulty & Selmar, 2016) which require firm-specific competencies. However, SIEs might be suitable for filling technical and lower and middle management positions (requiring more generic, specialist competencies), managing within the subsidiary and responding to the local environment (which require cross-cultural and host location specific competencies). It is noteworthy that in a recent study SIEs were found to often have a considerable amount of knowledge about business practices in their home countries, such as relationship building with buyers, suppliers, wholesalers and governmental authorities. This knowledge is relatively important for companies to have as they expand globally and strive to succeed in a global business environment (Shao & Ariss, 2020). Thus, Shao and Ariss (2020) highlight that SIEs are recognised as carrying valuable knowledge and being able to transfer that knowledge to their co-workers in support of their company's goals in a global business environment. However, there are few research studies on how SIE knowledge transfer occurs within organisations (Shao & Ariss, 2020).

The "narrative" or "career as novel" is where the narrative of the individual's career story is taken into account and its subjectivity acknowledged (Crowley-Henry, 2012). According to study, due to macro, meso and micro conditions they face at different points in time, SIEs can "morph" into different career paths, which means that the person regulates his/her career (micro context) (Crowley-Henry, 2012). Therefore, professions do not grow in a vacuum, but under the restrictions and/or encouragement of the host country's formal and informal labour policies and practises (macro context) from employers (meso context) and (Crowley-Henry, 2012). Previous study has generally overlooked intercultural work contexts (Cao, Hirschi & Deller, 2011). SIE career growth is affected by macro-level variables such as cultural distance. For some SIEs, the value of home country nationals is not the same as for SIEs from culturally distant regions (Cao et al., 2011).

Career development and SIEs are viewed as seeing opportunities to bring value by learning a new skill or expanding a skill set. P8 in the interview mentioned, "that is my own initiative. When you're a self-motivated expatriate the you see the opportunities and you think yes, I can do that because I can bring value but also learn this new skill set or expand my skills. I think there is incredible career development opportunities, but you have be on the lookout for them as self-

motivated expatriate”. SIEs are widely viewed as individuals who develop their employability and future career advancement opportunities from appropriate career development through mobility (Paik et al., 2017). SIEs independently relocate across country and organisational boundaries to seek work in a new organisation which recruits them from the local labour market (Tharenou, 2013). According to Tharenou (2013), SIEs show high agency and are externally recruited. Such career progression may take place in different organisations or institutions (Paik et al., 2017). Paik et al. (2017) further write that self-initiated careerists positively utilise global opportunities through developing general and specific human capital. In terms of human capital, investments made by multiple expatriate assignments are more likely to be richer and multidimensional than those made through a single expatriate assignment (Ramaswami et al., 2016). However, Ramaswami et al. (2016) contend that the value and usefulness of the expatriate experience acquired abroad for a company’s competitive advantage may be different as a function from each organisation and the international role linked. The higher one reaches in an organisational hierarchy, the more one needs to be able to handle ambiguity, uncertainty, stress, long-term planning horizons and complexity (Ramaswami et al., 2016). The capabilities to adopt these types of job demands are exactly what should be acquired while being exposed to different cultures, languages and institutional environments (Ramaswami et al., 2016). Tharenou (2013) also reports that career competencies contribute to AEs and SIEs gaining their positions and are developed before expatriation but also through expatriation.

P8 spoke about “own initiative and being a self-motivated expatriate”. These findings support a recent study that showed that personal initiative is an important behaviour relevant to future workplaces that will require significant self-reliance (Andresen, Pattie & Hippler, 2020). In the field of career studies, previous research emphasised motivations and drivers for self-initiated international careers (e.g. Cerdin & Pargneux, 2010), career barriers and career strategies (e.g. Al Ariss & Syed, 2011), and career capital (e.g. Jokinen et al., 2008).

Regarding the “own initiative” referred to by P8, career resilience is associated with career change behaviours and career self-management (Lyons, Schweitzer & Ng, 2015). It is known that career-resilient employees concentrate on adjusting to change, continuing learning and career self-management and are a source of

competitive advantage for companies in the global economy (Lyons et al., 2015). As mentioned by P8, being able to see opportunities and add value by acquiring a new skill or expanding skills has been related to theories such as the theory of self-efficacy, illustrating how an expatriate individual may grow their career. Social Cognitive Career Theory (SCCT) is linked to self-efficacy, result expectations and objectives that people learn directly or indirectly and the learning process includes others as well as learning from others (such as models) so that people and the world function as influences that influence actions (Utami, Tobing, Paramu & Slamim, 2019).

4.8 Discussion of RQ6

Narrative in the themes were discussed by participants indicated patterns of similarities associating themes in RQ6 and RQ1. Data in RQ6 – Theme 1 (Career vision and learning through upskill) was similar in RQ1 – Theme 1 (Harnessing career development progression through continuous learning, self-awareness, understand the market place and by upskill and reskill of relevant skills). Sub theme, learning agility narratives was indicated by participants in RQ6 (Theme 1) as well as RQ1 (continuous learning). Learning agility was also mentioned in RQ1, anchor code – Successful career capitalist, theme agility. Keeps skills relevant and relevant skills (RQ6) was similarly explained in anchor code – Employability, theme 2.1. Data findings indicated patterns of similarity in RQ6, theme 8 – employee value proposition and RQ1, anchor code, theme Values and disposition.

Below is the relevant discussions arising from RQ6

4.8.1 Career vision plans and learning through upskilling

Career capital concepts and knowing-why relate to the motivation and understanding of a person in terms of work environment preferences, needs and skills (Ortlieb et al., 2017). This competency is closely related to the principles, objectives and identity of a person (Ortlieb et al., 2017).

4.8.1.1 Agility

Hensen (2016) describes learning agility as the ability to get to know the situation quickly and transfer ideas flexibly, both internally and in terms of learning experiences. Researchers have described as learning agility the ability to learn from experience and use what is learned in various circumstances (Hensen, 2016). Hensen (2016) cites research by Korn/Ferry International: “What we’ve seen through our research is that the No. 1 predictor of executive success is learning agility ... It comes down to people’s willingness to grow, to learn, to have insatiable curiosity.”

Agility was recently researched from the viewpoint of strategic agility. Strategic agility is described as the capacity to dynamically rediscover or review the organisation's strategy, as changes in the external business environment shift rapidly (Ahammada, Glaistera & Gomes, 2020). Disruptive and rapid change in technology, globalisation and deregulation have led to a hypercompetitive environment and these challenges have led to business leaders and HR professionals recognising the importance of agility (Ahammada et al., 2020). An understanding of the role of HR management within strategic agility is therefore important for organisations operating in local, national and international markets. To attain strategic agility, it is important for MNCs to develop the key human capabilities needed to accelerate the renewal and transformation of the existing business models (Ahammada et al., 2020). The challenge of strategic agility, however, lies in matching the MNC's strategy with its human resources, as well as the relevant coordination mechanisms between the multinational HQ and its subsidiaries, adapting the CEO's leadership style to the ever-changing business environment and ensuring organisational preparedness to reverse ineffective strategic decisions (Ahammada et al., 2020).

P3 spoke about agility and the current economy: “in today’s economy you’ve got to be ... you have got to have learning agility. What served you well to get you where you are today won’t necessarily serve you in the future. I think for me staying ahead of my game, making sure that my research remains cutting edge on everything, writing a book for example wouldn’t hurt, running, consulting projects, I’ve high

profile, aligning with critical thinkers in the field getting myself invited as a keynote speaker for example.”

4.8.2 People and networks

People and networks (Theme 4) was affirmed in the literature as a component of career capital relative to social capital. Bourdieu (1986, cited in Lamb & Sutherland, 2010) defines four components of career capital, namely economic capital, social capital, cultural or information capital and symbolic capital. Social capital is referred to as relationships, social networks and acts of exchange which can be used to strengthen economic and cultural capital (Lamb & Sutherland, 2010). From an MNE perspective and social capital, cross-unit social ties between employees in different subsidiary locations are important, as these are expected to improve the flow of information, create shared values and facilitate communication on a global scale. Social capital exists as a personal as well as an organisational asset (Bozkurt & Mohr, 2011). International assignments have long been recognised as a key mechanism through which social ties realised by individual employees help MNEs pursue organisational goals (Bozkurt & Mohr, 2011). Bozkurt and Mohr’s analysis of expatriates was explained as antecedents in terms of roles of expatriates as knowledge brokers and knowledge transmitters between their home and host unit. Another aspect is the different contexts relating to inter-unit interaction such as inter-unit meetings, project groups, cross-border teams and expatriate/repatriate interaction (Bozkurt & Mohr, 2011). P1 mentioned that she had been able to build up a network with many people in different countries.

An aspect mentioned in the theoretical and social capital debate is the spatial dimension of network structures and differences in a number of locations that each form of mobility is likely to entail within the network of the MNE (Bozkurt & Mohr, 2011). Different types of international assignments entail different skills, experiences and relationships. An example that Bozkurt and Mohr (2011) give is that short-term assignments involve a greater number of locations than expatriation; short-term assignments therefore enable encounters with a greater number of colleagues inside the MNE. Traditional or long-term expatriate assignments are linked to organisational goals of achieving coordination and control as well as expert

knowledge transfer (Edström & Galbraith, 1977, cited in Bozkurt & Mohr, 2011). Expatriate appointments often entail high levels of authority and organisational responsibility, such as setting up offices in new country locations, recruiting new staff or transferring know-how about new mobile technology through training and by example (Bozkurt & Mohr, 2011). With high levels of responsibility coupled with durations of over a year, traditional expatriation includes close familiarity and skills portfolios of, and for building relationships with, large proportions of colleagues in appointment locations (Bozkurt & Mohr, 2011). The cross-unit mobility means that they have high levels of information about colleagues and often survive in the long term beyond appointments (Bozkurt & Mohr, 2011). With regard to social capital and the development of the knowing-whom competency through foreign assignments, additional access is facilitated to information sources or more diverse personal networks (Ortlieb et al., 2017). According to Ortlieb et al. (2017), an individual's first assignment typically fosters a knowing-why competency, and the subsequent assignments increase knowing-how and knowing-whom competencies.

4.8.3 Digital capability

Digital capability was identified by P8 as being relevant in the new world of work: “another one I would say is the capability we all need is the digital capability because we're now really in the digital revolution. It is changing everything so in our lives everywhere. Even you know things are becoming digitized so whether we like it or not we've got to get into that mood of things.” The literature refers to digital capability by re-designing the role that people play at work with the advent of new technological models (Manuti & De Palma, 2018). The current labour market and the rapid diffusion of technology has impacted the organisation of work. Technology has therefore brought about a redesign of process and tasks, posing new demands in skills and abilities to workers and often substituting people with machines (Manuti & De Palma, 2018). P8 asked, “maybe now if you look at how the world of work is becoming so virtual the people need to uproot themselves or they can just contribute their skills from where-ever they are?”. In order to promote organisations through change in leadership, HR's position as a strategic feature of the company is called on to conduct this digital transformation and encourage change in three areas: digital labour force, digital employment and digital human resources (Manuti & De Palma, 2018). The HR purpose could enable companies to adopt innovative

management practices—the digital DNA—to establish an innovation and collaboration culture that could promote the creation of a new enterprise on a network basis (Manuti & De Palma, 2018).

The use of digital applications and social, mobile, analytics and cloud (SMAC) is making work easier, real time, more productive and more rewarding. Through mobile technology, organisations can observe and manage a great deal of useful data about the workforce – for example, the widespread adoption of cloud HR systems is transforming HR into “intelligent platforms” (Collins et al., 2017; Manuti & De Palma, 2018). People analytics are used to manage a wide range of business challenges: from recruiting to performance measurement, from compensation to workforce planning and retention. Companies are investing heavily in programs to use data, such as Organisational Network Analysis and interaction analytics, studying employee behaviours to better understand opportunities for business improvement. HR should collaborate with the organisation in designing a working environment that might enable productivity (Manuti & De Palma, 2018).

Sen (2020) recently believes that the capacity for information and data sharing inside and outside the enterprise in the new digital era is very strong. The ease of sharing information always raises the question of how much information we should consider, who should have access to that information when the sharing of that information is helpful to us, and when it crosses the line as a breach of privacy (Sen, 2020). On the professional side, it also forces the question of whether organisations can or should ask their workforce to take part in information-sharing or data-gathering exercises. Ethics and risks are one of the most important topics that are being discussed all over the world when considering data-driven transformations (Sen, 2020).

4.8.4 Leadership and mentoring skills

In Theme 7 P6 spoke about leadership skills as an important competency, saying that as an expatriate “its proving that you can, and you have those leadership skills”. He associated leadership with mentoring, stating that “having leadership and mentoring skills so you seen not as just a single entity just working on tasks... showing that you can actually bring the right people together, you can mentor them, you can help them with their career”. Mendenhall (2001) puts together a

comprehensive list of global leadership competencies from exploratory research. These competencies include global business savvy, integrity/managing cross-culture ethics, managing uncertainty, balancing global versus localisation tensions, curiosity/self-learning, change agent, creating learning systems, motivating employees, entrepreneurial spirit, global organisational savvy, thinking agility, maturity, expertise in negotiation processes, conflict management, community builder/networking stakeholder orientation, improvisation and courage. Leadership (Mendenhall, 2001) involves setting ideas, people, organisations and societies in motion on a journey.

In order to ascertain the efficacy of international assignments as being necessary to achieve success, certain skills must be developed to be successful on such an assignment. If those skills are closely linked to global leadership competencies, then there is preliminary evidence that to develop global leaders is to send them abroad (Mendenhall, 2001). Determinants of expatriate adjustment (Mendenhall, 2001) include self-efficacy, resilience, behavioural flexibility, curiosity, extroversion, broad category width, flexible attributions, open-mindedness, high tolerance for ambiguity, empathy/respect for others, relationship skills, willingness to communicate, spouse adjustment, family adjustment, social/logistical support, culture novelty, organisation culture novelty, role conflict, role novelty, role discretion, goal orientation, technical competence, reinforcement substitution and stress reduction programme.

With regard to the culture novelty mentioned by Mendenhall (2001), research has found that one of the many challenges expatriates face is cultural (mal)adjustment (Roque & Ramos, 2019). The cultural distance between the native culture and the new culture determines the cross-cultural adjustment of expatriates. Training is therefore fundamental for the adjustment of expatriates to a new culture. The objective of cultural training is to help members of one culture to interact successfully with those of another. Studies reveal that cultural training has a positive effect on adjustment to a new culture (Roque & Ramos, 2019).

Leadership is correlated with expatriation by two definitions: first, a phenomenon of social connection and ethics that happens in a social interaction process (Maak & Pless, 2006), and secondly, an analysis of the implications for all stakeholders of

one's behaviour. In this view, responsible leadership is embedded in networks of flexible hierarchies and stakeholders, encompassing multiple markets and cultures based on ethical and normative considerations (Miska & Mendenhall, 2018).

Although there are many different conceptualisations of leadership, scholars seem to agree that leadership entails a process through which one person exerts influence over other individuals to guide, structure and facilitate task completion and relationships in a collective. This was mentioned as a sub-theme in RQ6 in Theme 2 (Skills – competencies and proven capabilities). P8 said this: “if you’re able to back up your talk and able to talk the talk that’s the difference between relationships and skills, then you know, you’re going to be climbing up the ladder as far and as high as you want.”

Reiche, Stahl, Mendenhall and Oddou (2017) also suggest that leadership theories or testing of current cultural theory (e.g. comparative leadership approach) are highly useful to assist leaders in recognising the multicultural components' expectations. Comparative leadership, however, did not inform global leadership, as its meaning was used to illustrate discrepancies without necessarily addressing the context-leading action relationship itself.

4.8.5 The value of expatriation

Is expatriation sustainable or valuable for organisations in the future? Results from a research study conducted by Brosnan (2019) concluded that business value and return were perceived as a positive outcome at all levels. The expatriate wants to add value as he/she is aware of the cost and the investment that the company is placing in them. The expatriate wants to implement work process improvements in the host location and come away from the assignment as having made a difference. The repatriate perceives the return that the business gained from the assignment as a positive outcome, particularly in the product knowledge and customer knowledge development sphere (Brosnan, 2019).

Research contends that irrespective of significant advancements in global ICT, Transnational companies use international assignments as an essential internationalisation strategy to transfer and exchange knowledge, expertise and

learning to and among foreign subsidiaries or other forms of global investment (Beaverstock, 2017). This research was on organisational strategies posited to explain why TNCs use expatriates rather than locally recruited staff in their foreign subsidiaries, whether these were mineral/energy extraction sites in the BRICS (Brazil, Russia, India, China and South Africa) economies, manufacturing plants in southeast Asia or offices in world cities. Contemporary firms are highly transnational in scope, with knowledge being shared among all subsidiaries and people flowing in multiple directions for learning, knowledge transfer and exchange, and the sharing of best practice, whether in management systems or for the rolling out of corporate policy and strategy (Beaverstock, 2017). In the knowledge-intensive sectors of the economy, which encompass banking, finance, accounting and legal services, as well as other activities such as advertising, the arts and even elite sports, expatriation and corporate mobilities are a key modus operandi of the TNC, because idiosyncratic knowledge, skills, expertise and competences are embodied in the individual worker, a function that can seldom be accomplished by ICT or other forms of technological transmission (Beaverstock, 2017).

It should be considered the benefit the organisation will obtain from an international assignment but it is unfortunately not always on the HR agenda (Brosnan, 2019). HR should facilitate movements and ensure that as many as possible occur. The global mobility role recognises process improvements, networking, relationship building and company knowledge transfer as important results (Brosnan, 2019). Interaction across teams world-wide and resource distribution are critical for productive business value and talent management for the host country line manager (Brosnan, 2019).

4.8.6 Objective success of expatriation

P8 indicated that the success of expatriate assignments also needs to be considered objectively. As such, why would companies invest in expatriation and what is its success rate?

There is literature on expatriation, but the area of success, ROI and value measurement are neither widely researched nor understood (see McNulty, De Cieri

and Hutchings 2009; Welch, Steen and Tahvanainen, 2009; Brosnan, 2019). The diversity of what constitutes success in international assignments has been argued under the auspices of performance, effectiveness, cost, ROI, success and failure (Brosnan, 2019). Brosnan (2019) has reported controversy in the failure rate being suitable as a measure of success, stating that it is an unreliable statistic because of the uncertainty about the number of expatriates who fail during an assignment. Recent evidence suggests that assignment failure rates may not be more than 5% annually (Brosnan, 2019).

Notably, Brosnan (2019) focused on the area of international assignment success from five proximal and salient organisational stakeholders in the global assignment cycle – such as expatriates, repatriates, HR specialists, global mobility specialists and host country line managers involved in the international assignment process.

Metrics as an evaluation framework is centred on strategic planning and alignment (vertical fit), and the operationalisation of measures (horizontal fit) is required in advance of understanding metrics (Brosnan, 2019). Based on success criteria and long-term expatriate assignments, Brosnan (2019) identified areas from her systematic literature review: expatriate performance, readiness, adjustment, personality, competencies and skills, cultural intelligence, previous international experience, POS, career capital, psychological contract, knowledge stocks and flows and social capital. Repatriate performance, readiness, transition, personality, competencies and skills, cultural intelligence, previous foreign experience, POS, career capital, psychological contract, knowledge stocks and flows, and social capital are the success criteria for repatriation (Brosnan, 2019).

For the global mobility function, the role of success criteria is central to ensuring the success of international assignments (Brosnan, 2019). Organisations are, however, under pressure to contain mobility costs and at the same time to develop and retain talent in the organisation via short-term assignments and business travel (Brosnan, 2019). Similar to the global mobility function, the success criteria for the HR function are expatriate performance, POS, career capital and knowledge stocks and flows (Brosnan, 2019).

4.9 Summary

The six research questions generated aggregated results of significance and validity. The results demonstrated support for the existing literature on specific career capital competencies for expatriates working in the global economy. In terms of qualities and characteristic traits, expatriates focus on career development through self-awareness and continuous learning in developing their career. In-depth data was obtained for employability, relating to skills being relevant and identifying opportunities to develop progression from current roles. The success of an individual's career capital falls under the knowing-how aspect relating to task knowledge and the ability to relate to other people and learn while engaging with people. Another relevant finding from the data was indicated in RQ1 and RQ3 about the benefits and challenges of working in a cross-cultural environment. The negatives associated with cross-culture communication are the most important and difficult challenges regarding conducting international business and IHRM because of the differences in various countries and cultures (Briscoe & Schuler, 2004). In addition, this research shows that there needs to be a systematic structure to distinguish various forms of expatriation. HRM support for expatriates was emphasised based on the various risks and uncertainties associated with the different types of expatriates. This research is also significant in that the data results reveal the need to understand and align individual goals with organisational goals in terms of expatriation. MNEs are bound by local institutions in which they operate, for example the equality of an assignment. Expatriates differentiate themselves through their career vision with realistic plans. Their career growth is positively associated through learning agility, goal orientation and having relevant skills. New findings were made regarding digital capabilities and whether people can contribute their skills from where they are. The value of expatriation should be considered, but it is not always on the HR agenda (Brosnan, 2019).

The final chapter follows.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

The aim of Chapter 5 is to present the key findings of this study in the summative reflections, followed by strengths and limitations of the study, the study recommendations, concluding reflections for future research and conclusions. Next, I discuss the summative reflection on the findings of the study.

5.2 Summative reflection on study findings

The summative findings are discussed below as the key findings for this study.

5.2.1 Data findings for RQ1 – Table 4-1

The first theme that emerged under the anchor code of qualities and characteristics indicated a high consensus of responses around harnessing career development for expatriates. This means that participants' responses (as indicated in the verbatim evidence and in vivo codes) indicated the importance of career development for expatriates; the highest frequency of responses in this category was 34 references, from 8 participant files. Theme 1 consisted of expatriates' career development through continuous learning, the value of having relevant skills, having a real career interest and self-awareness of career skills to develop career progression from the current role.

Three sub-category dimensions were found in Theme 1 and are categorised from highest to lowest:

1. Continuous learning by way of learning agility and staying relevant (8 participant files, 17 references).
2. Career progression and leadership (6 files, 10 references). For example, verbatim evidence was "career choice must be in progression from current role, new country or more scope on the job" (1 file, 1 reference), and "developing leadership to manage and mentor teams" (1 file, 1 reference).
3. Self-awareness of career skills to develop career progression from current role and demonstrate excellent levels to continue to thrive (4 files, 7 references). Career awareness was mentioned in terms of dimensions of managerial skills, develop many areas, career progression, prerequisites,

new challenges and locus of control and career interest – developing in a career field requires career interest and demonstrating capabilities towards higher levels.

Theme 2 was understanding cross-culture communication in an international environment (3 files, 10 references). The aggregated results consisted of communication skills, perceptions and language barriers when working in very international environments (2 files, 2 references). Developing people interaction and trying to build relationships in this regard were reflected as ways to understand cross-culture communication, and verbatim evidence dealt with developing language skills as a formal requirement (2 files, 2 references).

Theme 3 was organisational learning (2 files, 5 references). Verbatim evidence spoke about the importance of organisational learning as an expatriate. Organisational learning for expatriates was explained as learning to grasp organisational processes (and new processes), learning the organisation's new technology, learning or finding processes from another country that are lacking in the home country, understanding strategic goals and developing strategic goals to help the company to grow. Organisational learning was also linked to Theme 1 in that expatriates' career development occurs through continuous learning.

Theme 4 was values and disposition (3 files, 6 references). This theme consisted of having a strong work ethic, the importance of governance, expatriate's own values and disposition regarding career and work, the decisions that go into choosing which country abroad to work in, values about work-life, changing priorities as well as seeking quality of life.

For the employability anchor code, the following themes were identified and showed high consensus among participants:

Theme 1: Be actively relevant and engage with a community of people with similar skills (3 files, 5 references). In this category the participants' responses about being actively relevant and engaged related to career networks, career goals within a company, defined skill strengths, CV, technical skills and taking risks.

Theme 2: Organisation fit (3 files, 9 references). In this category the responses were about what expatriates value in an organisation – seeking challenging work

and support, team diversity, progression of the company, learning new processes and technology that the home country lacks to better the company and oneself.

Theme 3: Opportunism and future possibility identification (3 files, 4 references). In this category responses were about cultural awareness, being social, curiosity about culture and foreign travel and well-informed decisions to move.

Theme 4: Work ethic, governance and values and disposition (2 files, 2 references).

For the successful career capitalist anchor code, participants defined successful career capital in today's economy in terms of the following:

- Agility (4 files, 8 references).
- Career capital components (7 files, 47 references). Career capital and knowing-how components had the highest consensus among 6 participants with 20 references. The knowing-how concept is described as task knowledge of norms and central tasks as functional/professional/expertise central to the employee's own tasks. Included are knowledge of trends and latest achievements of development in area of responsibility, social judgement skills, cognitive ability, social skills, organisation knowledge, business knowledge and people knowledge. The knowing-whom concept had 3 files and 10 references. Knowing-whom was perceived as relating to other people and learning while engaging with people.
- Career experiences and vision (5 files, 22 references).
- Flexible work and still able to give maximum value to the organisation (1 file, 3 references).
- Knowledge and connection (1 file, 1 reference).

The anchor code of motivating factors and expatriates consisted of the following:

- Internal/personal motivation (7 files, 29 references). Internal motivation was referred to the most from this sub-question. Concerns raised were personal motivation, growth and challenging oneself, having a growth mindset, global work differentiates employability, conquering spaces, interest and personal

aspiration, richness of experience and exposure to tap into, far from retirement, negative job situation.

- Opportunism was another theme (4 files, 6 references). Participants discussed being open and aware of opportunities, different opportunities lead to better career paths, exciting to travel where opportunities are a lot greater.
- Learning and knowledge sharing was the final theme (3 files, 4 references). The main concepts discussed in this category were continuous learning and knowledge sharing.

5.2.2 Data findings for RQ2 – Table 4-3

Under the anchor code of assigned expatriates, the emerging themes were career development outcome from talent management conversations (1 file, 11 references). In this theme the sub-themes were that the assignment was the outcome of conversation, whether the right opportunity avails as well as requiring company sponsorship for the international assignment (P8). The next major theme that emerged was organisational and HRM support for AE (1 file, 9 references). P1 indicated that her motivation to take on an international assignment as an AE was because of the HRM support received. She mentioned that “the company takes care of everything – paperwork for international relocation, less time consuming, takes care of all immigration back and forth, emergency support, family support in terms of risk and national disasters, it is difficult do expatriate as a SIE, less stress about finding accommodation and a vehicle, the company bears the cost”.

Under the anchor code of self-initiated expatriates, the results reveal that these expatriates are knowledgeable about factors in the micro, meso and macro environment which play an essential role in influencing labour mobility decisions. For example, P7 indicated that when she assessed her options there were not many companies and hence the SIE decision to look outside the country for work. P7 mentioned that she knew moving abroad required many things, getting qualifications, “you can’t believe it ... the official needs to happen and only once in place you can look at alternatives”. From her organisational perspective and as an SIE, she chose an organisation that would contract her legally.

Theme 4 of RQ2 was the host or home country. Some participants interpreted this question from a practical perspective as such in the home country or host country where they worked. P1 said that her host country was Japan where she worked as an AE and her home country where she lived and was born was South Africa. P6 interpreted home country in terms of adopting a new identity, calling the new country, “I guess my home now. I mean we planning to stay here both our children are American Citizen’s, so I guess this is home now”. Participants also spoke about home and host country philosophically. According to P4, “if you want to talk of my heart, where my home country is, is the Netherlands. I understand you were looking for the practical answer, where I was born, where I hold my passport...”.

5.2.3 Data findings for RQ3 – Table 4-4

In analysing the interview data for RQ3 ten themes emerged that had a high frequency and consensus of responses from participants. Theme 1: Culture (8 files, 148 references). Relating to culture participants spoke about issues with acclimatisation (4 files, 17 references). Participants experiences challenges in adjusting to a new culture and adapting to new country processes and systems (3 files, 18 references). Verbatim evidence in this regard is as follows: “so definitely you know the UK it taught me it was my first fore ray into kind of a global culture there” (1 file, 0.38% coverage); “but you know moving to the UK was difficult. Because it was like packing everything out and starting into a brand-new country where everything was different from the health system to the transport to people to accents you know. Moving to America after that again was a huge shock to the system” (2.16% coverage); “It was a completely different country so again you have to learn how the country works and transport and buying a car and a house and all of that is definitely something I did” (1 file, 1.24% coverage). Another culture barrier and sub-theme was experienced about the challenges from working in a multicultural environment (8 files, 67 references) such as language barriers (3 files, 8 references). In terms of Diversity of experiences (7 files, 28 references) which showed a high consensus among responses indicated sub-themes about - culture awareness (2 files, 5 references). Learning and culture was reflected strongly as a learning curve (7 files, 12 references). One response about learning and culture

indicated about learning new things and learning more about people and the world we live in (1 file, 1 reference); another response indicated through learning cultures you also kind of build your social network (1 file, 1 reference).

Theme 2: Expanded repertoire of global competencies and scope of career experience (8 files, 79 references). These expatriates had expanded their global careers by working in different countries, at regional level, sub-regional level, country level and continent level for global organisations and consulting in mergers and acquisitions. In terms of expanding their scope of experience, expatriates worked in multiple sectors of organisations and sub-functions (2 files). Participants indicated having worked for 10 years in main business functions and the length and breadth of sub-functions, and others mentioned that this led to leadership across the region and they had joined global design teams (3 files). In terms of global competencies, the sub-themed data categories which indicated the highest consensus among participants were technical skills (8 files, 46 references); transferable and accumulative skills (1 file, 1 references); realisation of career (7 files, 22 references), entrepreneurial skills (1 file) and having to upskill and reskill in a new country. One participant mentioned that gaining experience entailed going through many learning curves to eventually solve problems (1 file). The challenge of reskilling in other countries was said to be costly in the long term (1 file).

Theme 3. Align career goals with organisational goals (7 files, 69 references). The sub-themed data categories included aligning career goals as an individual domain (3 files, 22 references), career-focused goals (5 files, 19 references), self-awareness (3 files, 13 references), self-reinforcing (2 files, 3 references), align career goals with organisational goals (1 files, 3 references), learn something new and move on(2 files, 3 references), personal factors (3 files, 3 references), locus of career development responsibility (2 files, 2 references), and mentor (1 file, 1 reference).

Theme 4. Economic environment (7 files, 50 references). In this theme the participant discussed the labour market and labour processes in the countries worked in terms of education levels, skilled labour and unionisation. The verbatim evidence is as follows: “also, the education is not as high if you look ja the countries that you go to. South Africa we have lots of semi-skilled labour” (3 references, 0.37%

coverage); “If I go to like Japan everybody is skilled” (4 references, 0.13% coverage); “Most people have a degree or a technical qualification. That is the same with Thailand, that is the same with China from my experience and Korea. So, it is very different” (5 references, 0.50% coverage); “Okay so Japan is not very unionized. They are very disciplined. They like I said we have a standard procedure and any department you go to, anything you do there is a procedure that you follow, and you find that the people will follow that. Asian countries are noted for that. They will follow a set process. In South Africa it is very difficult. We are very unionized, very ... also the education is not as high if you look ja the countries that you go to” (1 reference, 2.57% coverage).

Theme 5. Anxiety and conflict over choices (7 files, 46 references). The categories that emerged from the data indicated were lack of career support and too much selfishness, conflict over choices made, anxiety, career phase and life stages, and reality of corporate life.

Theme 6: Global company environment (7 files, 27 references). Understanding the global company as an organisation with procedures and performance management systems was mentioned in (4 files, 17 references). Verbatim evidence in this regard is as follows: “we follow a standard working procedure so what you do or your process in South Africa would be the same process that is being followed in overseas...the process they follow will be the same standards set by headquarters, so we work on a standardised procedure” (1 file, 2 references, 1.14% coverage).

Theme 7. Communication and perception barriers (3 files, 23 references). The highest frequency of responses in this theme were consensus around people communication barriers (3 files, 4 references). Verbatim evidence in this regard is as follows: “different senses of work ethic and responsibility, different levels of commitment to a team for example” (1 file, 1 reference, 0.30% coverage); “Mainly a challenge understanding how people communicate” (1 file, 1 reference, 0.48% coverage).

Theme 8. Global, local mindset (4 files, 15 references). Among the consensus of responses was about thinking as a global citizen. The verbatim evidence is as follows: “I mean I find it difficult to answer because I’m quite a global citizen myself.

So I think it's the mindset difference" (1 file, 2 references). Another participant referenced the global mindset as having an open mind, "just again, giving that positive, I think making sure that you have an open mind and are tolerant and have patience with people is absolute key in a multi-cultural environment" (1 file, 1 reference, 0.41% coverage).

Theme 9. Different work ethics and productivity (2 files, 10 references). Theme 9 was indicated about how working in globally or on a global role experiences different work ethics and values about productivity, work discipline and focus. The verbatim evidence is as follows; "So what I find globally though the work ethic is more ... is very different. They really just focus on doing the work so I think productivity is higher. Not again to say that it's perfect and that it is like that everywhere but they have noticed to have a certain discipline and focus and higher productivity" (1 file, 3 references).

Theme 10. Choosing where flexibility is supported (1 file, 1 reference). The consensus of responses was indicated about choosing where one can work flexible hours and phase of life (1 file).

5.2.4 Data findings for RQ4 – Table 4-5

In analysing the interview data the main theme that emerged was that global companies have different forms of global work (7 files, 29 references). One such form is flexible work (2 files, 10 references). Verbatim evidence in this regard is as follows: "so, I mean the organisations I've worked so because they have a global you can pretty much work in any location" (1 reference, 0.25% coverage); "there is flexible working put it that way" (2 references, 0.08% coverage); "So, you can work from any location and do your work...so you can have choice say I'm in Australia and I'm in a global role and I'm working with colleagues right across in America" (3 references, 0.39% coverage); "I sign up knowing that I need to be flexible in my working hours. So, once you in a global role sometimes your hours are not 8 to 5 right" (4 references, 0.28% coverage).

The data findings also indicate that global work is factored on assignment policies and objectives: Assignment cost testament (1 file, 1 reference), assignment policy (1 file, 1 reference), good assignment (1 file, 1 reference), corporate assignment (1 file, 1 reference) and project assignments (1 file, 1 references). Verbatim evidence in this regard is as follows: “based on that, we would put together an assignment cost testament based on the particular assignment policy and then we would present it to the business, the business would decide whether its cost effective and if he persons output would be worth it, then we would present the assignment package to the employee, he will then have the opportunity to consult with external vendors. So, for instance, he will be able to sit with a tax consultant to figure out how it would impact his finances. So, maybe he’s got shares or what happens to his pension fund, does this make sense in terms of finically” (1 reference, 1.70% coverage).

SIE work and AE work was interpreted as types of expatriate work in global companies (3 files, 6 references). Other arrangements of global work were rotational basis, rollover assignments, remote working, virtual work, fly-in-fly-out (1 file, 3 references).

5.2.5 Data findings for RQ5 – Table 4-6

Theme 1. The extent of HRM support for the expatriate management function was determined by the number of expatriate population managed by the HR function directly or indirectly (8 files, 32 references). From the verbatim evidence two files mentioned HRM for expatriate management in which one participant managed 10 (1 file) and another participant managed 70 – 100 assignees (1 file). Based on the interview notes 2 participants mentioned that their MNC organisation has a lot of expatriates (2 files).

Theme 2. Expatriates are prone to career risks due to a mix of uncertain conditions that might cause expatriates to terminate their assignment or changes in the

organisation that may impede uncertainty with job security (1 file, 13 references). The area of Risk showed varying a degree of overlapping in the following sub-themes: expatriation and career risk (1 file, 13 references), cancelled assignment, 1 file, 2 references, Family maladjustment (1 file, 3 references) and Health and Safety Factors (1 file, 3 references). The overlapping confirmed the levels of similarities between various risks associated between choosing expatriate work, job insecurity, physical risks, external risks, family maladjustment and organisation risks. Theme 3. HRM expatriate management was perceived in terms of expatriates managing teams on assignment in another country (1 file, 4 references).

Theme 4. The data analysis results for duration of expatriate assignments indicated that MNC's have long term and short-term assignment based on the intent of the assignment, sometimes expatriates choose permanent move (7 files, 24 references).

Theme 5. Working as an AE has the full benefits (tangible and non-tangible benefits) and assigned HR support in host country (5 files, 27 references). Based on the data reviews there was minimal HR support for SIE (5 files, 20 references).

Theme 6. Skills, capabilities and willingness were reviewed as decision factors for expatriates to take on new assignments (7 files, 22 references). HRM support and expatriate management was also mentioned in terms of expatriate contractual agreement – expatriate work is not certain when the expatriate contract is over (2 files, 3 references).

Theme 7. Expatriate management need to understand immigration and Visas support to facilitate mobility for expatriates (1 File, 2 References) – this section was not relevant to the underlying research question 5 hence the data was not used. As with HRM and equal opportunities, assignments were reviewed to be set-up on equal opportunity basis (1 file, 1 reference).

Theme 8. Career progression from expatriate assignments has shown positive career growth for AE to more senior levels in the hierarchy structure of the organisation, the data reviewed that SIE were offered leadership opportunities after they considered being localised citizen (3 files, 5 references).

Theme 9. Expatriate Career goals need to be aligned with what a person wants to do and what opportunities are presented to them with how they want to grow their career hence to achieve career goals aligned with organisation goals (3 files, 11 references). Performance review is part of the review procedure that global organisation undertake to meet international organisational goals and objectives (1 file). International assignments and projects vary by sectors and industries (2 files). Foreign assignment and career development of expatriates (3 files, 12 references) - the data reviewed that expatriate's who worked on foreign assignments are very experienced in the company. They have developed particular skillsets that can be harnessed at global level so it puts the company in a position to bring in the best talent through their pockets of excellence. Another outcome according to the review was global skills transfer which means that the expatriate can apply the skills in another role in a different country location. Career development also imply being placed in a different market to learn how things are done or gain clients and give back to the business. Different location and exposure and same skills apply. Assignments was also viewed to be for the purpose of project assignment and need for the business, therefore not a must for promotion but more the need for the project.

Theme 10. SIE navigate their own career progression (3 files, 6 references) - The data reviews that Self-initiated expatriates navigate their own career progression as they actively seek out future possible opportunities. The negative being that there were no drastic career development opportunities for SIE in the company as they continue with the same tasks over and over (1 file).

5.2.6 Data findings for RQ6 – Table 4-8

Data in Table 4-8 shows that recurring patterns of similarity overlapped clusters in Theme 1 (Career vision plans and learning through upskilling) – 7 files, 37 references – and Theme 5 (Career growth through learning agility, goal oriented and career experiences) – 4 files, 19 references. The findings from these themes are that to enhance expatriate career progression, there is an interrelationship between having realistic career vision plans (1 file, 1 reference) with intervening conditions in learning agility (3 files, 9 references) and purposeful strategies for career goals (2 files, 6 references). There was a higher frequency of consensus in Theme 1 (7 files, 37 references), which could indicate that career plans happen before career growth or progression (Theme 5). Expatriates' success in managing their careers was attributed to Theme 2: Skills - competencies and proven capabilities (8 files, 18 references). In Theme 2 participants mentioned having a strong sense of self-awareness (5 files, 5 references), mentor skills (1 file, 1 reference) and soft skills (1 file, 1 reference). Expatriates' personal values, trustworthiness and abilities and discipline (Theme 3; 5 files, 15 references) were mentioned as attributes that build marginal value that is recognisable. In terms of employability, aspects regarded as highly valued had high frequencies of consensus: Theme 5: Career growth through learning agility, goal oriented and career experiences (4 files, 19 references); Theme 6: Keep skills relevant (5 files, 16 references); Theme 7: Leadership and mentoring skills (1 file, 2 references); Theme 8: Being commercial and knowing your personal propositions (4 files, 12 references); Theme 9: Job satisfaction, organisation and culture fit (2 files, 3 references) and Theme 10: Digital capability (1 file, 2 references). Negative evidence or opposing data was also found (Miles & Huberman, 1994). Theme 11: Negative perceptions of career capital concept (1 file, 2 references) was reviewed as a negative perception or limited understanding about the career capital concept and expatriate work. However, a point of relevance was “expatriate work roles and corporate roles need to be facilitated” (1 file, 2 references).

5.3 Findings leading to new insights

In the closing interview questions, the researcher asked whether participants had any final comments or questions that had not been covered or that they would like to add. New insights were gleaned about whether expatriation in the future is sustainable or valuable or why companies would invest in expatriation. Participants spoke about work becoming virtual and posed the question about people uprooting their lives because of virtual work or whether they can contribute from wherever they are.

Narratives in the themes were discussed by participants which indicated patterns of similarities between associated themes in RQ6 and RQ1. Data in RQ6, Theme 1 (Career vision plans and learning through upskilling) was similar to that in RQ1, Theme 1 (Harnessing career development progression through continuous learning, self-awareness, understanding the marketplace and upskilling and reskilling of relevant skills). Narratives of the sub-theme of learning agility were indicated by participants in RQ6 (Theme 1) as well as RQ1 (Continuous learning). Learning agility was also mentioned in RQ1 under the anchor code of agility. Keep skills relevant and relevant skills (RQ6, Theme 6) was similarly included under the anchor code of employability – be actively relevant and engage with a community of like-minded people. Data findings indicate patterns of similarity between RQ6, Theme 8 (Employee value proposition) and RQ1, Theme 1 (Values and disposition).

5.3 Strengths of the study

This study has contributed to the body of research in expatriation management, global mobility and organisational support from the career capital experiences of expatriates. For researchers and end-users who expect the best available scientific evidence for their decision-making, understanding the connection between research design issues and the form of expatriation studied is crucial (Tharenou, 2015). Empirical proof of professional foreign mobility is used by HRM professionals to inform business decisions and the design of procedures and policies; government officials use the results to inform migration policies (Tharenou, 2015). The research assist about expatriate management and career capital experiences (Monash

University, 2020), which can generate value for both individuals and organisations, along with individual and organisational interests (Sutherland et al., 2015). The findings and novel methods for the attraction and retention of global skills are likely to support MNCs involved in the global careers phenomenon (Nguyen et al., 2016). The research findings indicate the need to explore other fields that were not included in the preliminary review. A more detailed perspective has been provided on what constitutes employability for expatriates and their career capital in the global economy.

5.4 Limitations of the study

The current study, being qualitatively designed and with a subjective nature based on the researcher's perceptions and interpretations, introduces numerous potential biases which include interviewer/response bias and social desirability bias (Creswell, 2013). A limited number of assigned expatriate participants were surveyed for a deeper understanding and exploration of whether AE careers changed to SIE or other forms of expatriation, and vice versa. From my perspective, another limitation is that most of the participants were from host countries in developed nations. This might be a misrepresentation regarding motivation to pursue a global career as representation by participants who worked in developing countries was limited (Nguyen et al., 2016). Another limitation would be that data saturation due to the small sample size and how diverse the participant industries were it is unlikely that data saturation was achieved. The Covid-19 lockdown regulations had a substantial impact on expatriates in South Africa and globally which could be limitation to have achieved data saturation because of inaccessibility to expatriate research participants.

5.5 Recommendations

Organisations may consider evaluating their current HR support and practices in the context of expatriate management. Although not the research outcomes there were new findings from the interviews and data analysis findings which changed the

outcome for this study. The recommendations outlined below are based on the literature review and data findings of this study.

5.5.1 Policies and practices for strategic international HRM (SIHRM)

The SIHRM objective is executed in three policies and practices (Schuler et al., 2003):

- *Matching and adapting HR practices with the competitive strategy of the unit and the local culture and legal system.* Regarding the MNE's concerns and goals of being competitive, locally responsive and flexible, the local unit manager needs to develop HR practices consistent with the needs of the local culture, legal system and tradition. The cultural imperative is an encompassing term that can include aspects of the local culture, economy, legal system, religious beliefs and education. The cultural imperative is important in SIHRM because of its impact on acceptable, legitimate and feasible practices and behaviours.
- *Creating a modus operandi to modify these HR practices to fit changing conditions.* As local conditions and characteristics of the MNE change, the HR policies and practices need to reflect these changes. Inside the local unit, the manager must establish procedures for and recognise the legitimacy of changing HR practices to fit new conditions to help the needed flexibility.
- *Creating a set of SIHRM policies at MNE level that can encompass and legitimise the HR practices of the local units.* The MNC has a responsibility and strategic interest in developing HR policies that are broad enough and appropriate enough for several local units to adapt to their local environmental and competitive strategy needs. For example, policies can be created to facilitate interunit linkages and transfer learning, yet still recognise the needs of the local unit.

The above three components show that culture is a crucial element for MNEs to consider when determining where to locate and which HR practises to implement. However, a competitive strategy imperative influences concerns regarding the HR

practises to use - balancing the imperatives in shaping the final collection of SIHRM practises to be used at the local level (Schuler et al., 2003).

5.5.2 Systematic criteria for the typologies of internationally mobile employees

The literature review and data findings in RQ2 on the forms of expatriates revealed contextual differences between expatriates. According to Andresen et al. (2018), a comprehensive definition of international mobility is needed. They believe that in order to develop a job role, people want to understand the sense and pressure of filling a job, as well as the performance dimensions of employment. Individuals may also want to compare their own drivers with the short- and long-term attractiveness of the expatriation sojourn in order to shape their negotiation strategy and predeparture preparation, including the benefits of working for an organisation in a host country location. Expatriation terms are not adequately defined or have some overlap because the same phenomena are researched in different ways (Andresen et al., 2018). Organisations would be able to design, analyse, and optimise customised global mobility activities for some mobile employee groups before, during, and after working abroad if there is a consistent delineation of forms of international mobility. The key aim is to learn about the different drivers, preferences, backgrounds, and experiences that expatriates and other foreign workers have in order to establish tailored mobility strategies (Andresen et al., 2018). A systemic typology enables one or more companies to establish their own global mobility plan, enabling them to benefit from other organisations' experiences and apply scientific analysis to their own globally mobile employee groups (Andresen et al., 2018).

Table 5-1 from Andresen et al. (2018) lists criteria to define internationally mobile employees.

Table 5-1 Criteria to define internationally mobile employees

Mobility	
Geographical and mobility (individual perspective)	<ul style="list-style-type: none"> To the expatriate's original country To country outside the expatriate's country of origin To "new" country
Geographical mobility (organisational perspective)	<ul style="list-style-type: none"> To a firm's home/parent country To foreign subsidiary To a parent company's headquarters To a (local) organisation abroad
Organisational mobility	<ul style="list-style-type: none"> Within the organisation Between the organisation
Career-related mobility	<ul style="list-style-type: none"> Late in the career; mid-career Early career
Duration	<ul style="list-style-type: none"> Temporary (few days, weeks, months, few to many years) versus permanent (for rest of individual's career life) Intended/anticipated versus actual length of time
Frequency of travelling	<ul style="list-style-type: none"> Commuting; frequent/regular travelling One-time relocation (home, family)
Occurrence	<ul style="list-style-type: none"> One singular mobility Frequent mobility
Kind of mobility	<ul style="list-style-type: none"> Physical mobility Virtual collaboration
Planning horizon	<ul style="list-style-type: none"> On short notice Long-term preparation period
Variance (geographically)	<ul style="list-style-type: none"> One country Variety of countries
Variance (organisationally)	<ul style="list-style-type: none"> One versus several employers One versus different parts of the company To (prospective) clients for visits
Employment	
Contract partner	<ul style="list-style-type: none"> Continuation of current work contract with parent organisation in home country Hired as local employee
Legality	<ul style="list-style-type: none"> Illegal employment
Level/job role	<ul style="list-style-type: none"> (Senior) executive, manager professional, specialist, technical person, worker, intern, trainee
Organisational membership	<ul style="list-style-type: none"> International mobility as one step in a longer lasting organisational career Membership limited to one foreign stay (ad hoc/contract expatriates)
Task	<ul style="list-style-type: none"> Assignment Work project
Employment status	<ul style="list-style-type: none"> Organisationally employed Self-employed Retiree Unemployed
Conditions	

Mobility	
Citizenship/origin	<ul style="list-style-type: none"> • Non-citizen of the host country/foreigners • Foreigner who become citizen of the host country/naturalised citizen • Third country national • Host country national
Education level	<ul style="list-style-type: none"> • At least a bachelor's degree • Others
Education (non-residence)	<ul style="list-style-type: none"> • Degree gained in their home country • Degree gained in their host country
Employee's emotional attachment	<ul style="list-style-type: none"> • To home country • To host country
Initiation	<ul style="list-style-type: none"> • Employee independently initiates mobility abroad • Employer initiates mobility abroad
Motives	<ul style="list-style-type: none"> • Organisation (example, fill in for labour shortages, reward, punishment, development, often to return to manage a subsidiary in the expatriate home country) • Individual (example, international orientation, marriage to a local spouse, economic motivation, career progress, lifestyle, establishment of better life and living conditions and/or family relationships, seeking employment elsewhere)
Relocation of family	<ul style="list-style-type: none"> • Yes, versus no
Staffing approach	<ul style="list-style-type: none"> • Ethnocentric • Polycentric • Regiocentric • Geocentric
Support/sponsorship	<ul style="list-style-type: none"> • High to low/missing support/sponsorship • By domestic and/or foreign employer • With(out) informing HR • Independently (by a skilled migration programme)
Taxation	<ul style="list-style-type: none"> • In home country • In host country
Visa status	<ul style="list-style-type: none"> • Work permit • Status depends on immigration policies • Visa

Source: Adopted from (Andresen et al., 2018)

5.5.3 Virtual teams and e-leadership - trust

According to Rainbolt (2019), the factors reported most frequently as being essential elements of productive virtual teams are trust, transformational leadership or a sub-dimension of transformational leadership, cultural intelligence, communication and technology. Trust in a virtual team is defined as “the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the truster, irrespective of the ability to

monitor or control the other party” (Rainbolt, 2019, p.10). Similar to face-to-face teams, trust affects the performance of all teams and has been established as vital to meet team and organisational objectives. For virtual team effectiveness even just one face-to-face meeting in the initial stages of the team can greatly benefit team members’ trust, knowledge sharing and team productivity (Rainbolt, 2019).

Based on real and virtual presence, expatriates are the boundary of the parent company and the local unit in their role to achieve headquarters’ goals while building and maintaining good relations with various stakeholders in the host location (Welch et al., 2003). This boundary spanning role assists in transferring information and knowledge about the subsidiary environment to Headquarters (HQ), enhancing global control (Welch et al., 2003). The virtual assignee may even be pulled in three directions - having to cater for global concerns (represented by headquarters), home-work unit concerns and the concerns of the virtual workgroup – thus increasing the potential of intrapersonal role conflict (Welch et al., 2003).

The key pillars that need to exist before a virtual team leader can address the establishment of the virtual team effectively are functional, collaborative infrastructure and trust (De Bruin, 2015). Since accurate information about actual follow-through is missing or difficult to interpret, cross-functional, geographically dispersed staff can depend on early impressions of perceived trustworthiness when assessing how their distant partners are delivering on commitments, consistent with this and based on initial contact (Vecchi, 2019). The task of the virtual leader is to break down the barriers of trust being facilitated through strategies that have been shown to be effective (Rainbolt, 2019). Trust barriers include individual (example unwillingness to participate in information sharing with team members or lack of connection to the team), team-based (example, lack of social interaction, cultural differences and deficient direction from leadership), organisational (e.g. lack of formal structures in a virtual team) and technological (Rainbolt, 2019). Tacit expertise is difficult to convey to others because it is extremely person-bound, and information is difficult to digitalise (Welch et al., 2003, p. 106). Face-to-face contact plays an important role in how information is exchanged, tacit knowledge is shared

and work is monitored. Welch et al. (2003) advocate the necessity for operational and systematic procedures to support the lack of real presence of all group members when important decisions need to be made. For virtual assignments to be effective, deliberate investments need to be made in forums for face-to-face interactions and trust building, especially in the initial stages to overcome the difficulties involved in a long-distance working relationship (Welch et al., 2003).

5.5.4 Trust developmental strategies

Table 5-2 below highlights the different stages for developing trust strategies at the beginning stages, developmental stages, ongoing trust management and rewards and trust (Rainbolt, 2019).

Table 5-2 Trust strategies

Trust	
Beginning strategies	Introduce team members through a video conference, including qualifications, give an endorsement, background information, personal work style and their role in the team
	OR
	Assign team member interviews, and then have the interviewer introduce the team member to the rest of the team; still include all information provided above
	Clarify the reason for the team’s formation
	Set standards of communication, appropriateness, frequency, responsiveness, quality
	Define the goals of the team
Developmental stages	Set guidelines for behavioural norms such as responsiveness, reliability and consistent follow through
	Share information of organisational activities and goals
	Encourage social communication
	Address any want or need for training on tool use or working in a virtual setting
	Talk about the unique challenges of virtual work with the team
	Contingency plan for technical difficulties
Ongoing trust management	Discourage any joking or chiding through low media rich tools
	Monitor unofficial sub-groups
	Watch communication frequency
	Monitor team members for withdrawal or disengagement
Rewards and trust	Cooperative rewards
	Give individual recognition
	Virtual award ceremony

Source: Adapted from Rainbolt (2019)

5.5.5 HR support for alternative international assignments

The IHRM has new goals and challenges for alternatives to international tasks (such as short-term assignments and flex-patriate tasks, virtual assignments) (Bucker, Poutsma, Schouteten & Nies, 2020). New goals include bringing flexibility to stimulate opportunities for talent development and meet the lifestyle needs of international assignees; challenges bring a greater variety of HR support practices with regard to staff selection, cross-cultural training, compensation and benefits, performance management, occupational health and safety, family issues and well-being (Bucker, et al., 2020). Policies and regulations for alternative international assignments are needed but at present are limited and in parts non-existent as a result of institutional void (such as absence of strong rule of law/enforcing mechanisms not being recognised by line management, global HR or by local HR, creating a lack of institutionalised specific supporting HR practices) (Bucker et al., 2020).

An HR support system needs to be implemented effectively and, according to Bucker et al. (2020), a proactive role should be foremost by making skill requirements and job demands more explicit and part of corporate policies. HR professionals should develop training and coaching for alternative international assignments, for example resiliency training. With the general growth of online e-learning packages, this would better prepare alternative international assignees and virtual assignees for specific conditions (Bucker et al., 2020). HR professionals should consider rewards and benefits for specific working conditions which are part of international work. Bucker et al. (2020) further mention that HR professionals should include virtual, international assignments in the performance management and development cycle so as to be acknowledged as a component of skill and career development. Recommendations from Bucker et al. (2020), Table 5-3.

Table 5-3 Recommendations for HR support for alternative international assignments

	Findings	Recommendations
1	HR is passive as alternative international assignments are not very visible and in a liminal position	HR should take more proactive role
2	Almost no support is given, and there is a lack of preparation and training	Develop training for these assignments: cultural training and resilience training, and develop training in the online format
3	So far, no extra compensation for working irregular hours, travelling in free time and coping with cultural differences or harsh conditions	Develop special allowances for intensive travelling and support work-life balance by giving more autonomy regarding time management and planning, develop e-HRM and e-training
4	Virtual assignments are not considered international work as there is no international physical mobility	Bring virtual assignments in the performance management and development cycle and thus acknowledge this relatively new format of work
5	Policies related to alternative international assignments are not well thought through: often HR is not aware of the specific demands on employees	Include all alternative international assignments under a strategic approach towards further internationalisation and globalisation
6	These assignments are not visible to HR due to their liminal position and thus escape HR attention	Due to the COVID-19 crisis and the lockdown, travelling has become an issue to be carefully considered, more so because international travel is perceived as not sustainable. HR should stimulate line managers to give more autonomy to these assignees so they can self-initiate, self-support and make their assignment more sustainable.

Source: Adapted from Bucker et al. (2020)

5.5.6 Cross-cultural adjustment and training support

Counselling or coaching during the initial honeymoon period may be very useful for the expatriate and his/her spouse or children, teach them the ropes clothes and show them differences and similarities in their immediate environment (Nundlall, 2015). HR departments should implement support through training programmes that update the expatriate on living conditions and the business environment in the home country (Nicks, 2016). Training prior to return has been noted by researchers to influence the expatriates' perception of the organisation and whether or not they will relocate (Nicks, 2016). In practice, there is agreement that cross-cultural training is important for language acquisition, adjustment to the host location and job success (Albrecht, Ones et al., 2018). Roughly half (45%) of the companies surveyed for a global mobility trends report offered cross-cultural training for some assignments and 39% of the companies reported to offer it for all assignments (Albrecht, Ones et al., 2018).

5.5.7 Health and safety

The COVID-19 pandemic has brought about major issues in managing the health and safety of the international mobile workforce, such as challenges associated with protecting employees and their families from injury and illness across boundaries and in different work arrangements, as well as the stay-at-home restrictions (Caligiuri et al., 2020). The Covid-19 catastrophe is first and foremost a human crisis, and corporate boards and directors were forced to prioritise employee needs in early response decisions (Collings & Sheeran, 2020). For many MNEs, this meant a quick focus on relocating staff to work-from-home (WFH) arrangements and repatriating people from all over the world (Collings & Sheeran, 2020). Many employees are working long hours to accommodate time zones in less than ideal remote working conditions (Caligiuri et al., 2020). HR policy and practices need to be examined so that health and safety matters which include management of risk exposure in MNEs' subsidiary locations, anticipative management of emergencies such as medical evacuations and the reduction of work-related injuries and illnesses can be integrated (Caligiuri et al., 2020).

5.6 Concluding reflections for future research

The findings and future direction of this study overall indicate that expatriation management still has ongoing issues and controversies (Lyons & Doueck, 2010). Expatriate researchers and practitioners have started using the term VUCA - volatility, uncertainty, complexity and ambiguity of a company's internal and external environment (Bader, Schuster, Bader & Shaffer, 2017). VUCA is the reality of the process of international HR according to Bader et al. (2017). The VUCA categorisation helps to examine how the world of an organisation can impact future global mobility (Bader et al., 2017). Companies are increasingly expected to become agile and re-adjust their process- and compliance-oriented global mobility activities in general and especially in global mobility departments. In the foreseeable future, there are three research fields that need to be addressed: flexibility vs. compliance, agility vs. stability, and idiosyncratic agreements vs. standardised policies (Bader et al., 2017).

In addition to monitoring progress for all stakeholders involved to benefit from the foreign assignment/s, HR professionals can establish a more in-depth appreciation of the value consequences during the expatriate period and build more personalised solutions such as discussions on the goals and objectives of the assignee (Renshaw, Parry & Dickmann, 2020). HR professionals should compare the importance of a long-term control and coordination international assignment where the assignee creates a local successor to that of a developmental assignment (Renshaw et al., 2020).

Valuable future research would be to conduct a similar study which takes into consideration the features of this study on employability and skills of expatriates in light of the new insights, such as sustainability and the value of expatriation in an agile and digital global world, during and after the COVID-19 pandemic. Valuable research would entail comparing different global work arrangements, considering global employees vis-à-vis their social environment, especially concerning the work/non-work interface, accounting for the repeated nature of global relocations over the course of individuals' careers, examining the relative roles of individual agency and organisational drivers in managing these careers, introducing theoretical perspectives from related disciplines to conceptualise relevant relationships and focusing on under-researched regions in which

global work takes place (Mayrhofer & Reiche, 2014). Notably, if fewer employees live and work abroad on international assignments there is a need for future research to investigate alternative control MNE mechanisms for subsidiaries, alternatives for developing future global leaders and alternatives for addressing skills shortages in host countries (Caligiuri et al., 2020).

5.7 Conclusion

This study research objectives as outlined in Chapter 1 has been achieved. Expatriate assignments are not only an operative choice for a global mobility strategy for organisations, they are also profoundly incorporated into the organisation and are actively "co-authorized" by the coordinating actors (Pinto & Caldas, 2015). The expertise, competence and overall career capital of a knowledge worker company are essential elements to a sustainable competitive advantage since they contribute to the core competencies of the organisation (Mzila, 2017). Awareness, traits and skills, collectively called career capital and gained by the employees are key promoters of career development (Mzila, 2017). It is therefore also important to determine the amount of relevant career capital they have and to actively explore opportunities to increase their career capital and resolve any gaps found during their introspection (Mzila, 2017).

CHAPTER 6: REFERENCES

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CHAPTER 7: ANNEXTURES

7.1 Expatriate description of types of internationally mobile employees

Table 7-1 Types of internationally mobile employees as mentioned in the literature

Typologies of internationally mobile employees
Assigned expatriate or international assignee: “employees who are supported by their employers to legally work in a country outside their country of origin, generally for a duration of more than one year and usually less than five years”
Boomerang: “these are individuals who have immigrated and are hired by firms in their original home country to return home or are foreigners with experience in the country, who have returned home and are now hired to come back to the foreign country
Business Expatriate: People who are originally and legally employed and stay abroad for a certain intended length of time (temporary or permanent) as non-citizens of this host country
Corporate or organisational expatriate: those who are dispatched by their home companies to international posts
Corporate or self-initiated expatriate: a person who independently initiate mobility abroad within their own organisation under it’s sponsorship, support and knowledge
Domestic internationalist: employees who never leave home but conduct international business with customers, suppliers and colleagues in other countries (via telephone, email, fax or snail mail)
Ex host country national: this is nationals who return home, after having lived abroad for an extended period of time
Expatriate: people working outside their own country for what they anticipate will be a limited period of time
Flexpatriate: persons whose “work assignments are characterized by continuation of their current work position in their domestic country combined with work projects in different international destinations, commutes to divers [sic!] cultural settings, assignments on short notice with and flexible travel. On the personal side, assignments beyond flexpatriate’s domestic country do not involve relocating a home or family
Foreign executives in local organisations: “FELO’s can be viewed as SIEs or, more generally, expatriates (...) who work at executive level, in local organisations, in distant countries”

Typologies of internationally mobile employees
Global Careerist: “internationally orientated professional with a long-term global career involving different types of international work during their careers”.
Global or international itinerants: Persons who may remain outside their home country for substantial parts of their career
Global manager: Persons who are senior executives whose careers during the course of a working life cover frequent (example: three or more) international assignments and positions with one or several employers
Globetrotter: these are persons who regularly or frequently travel to different places around the world
Immigrant (legal/illegallasylum): <ul style="list-style-type: none"> a. Traditional TCNs, employees who are hired to work in a foreign subsidiary but whose home of citizenship is another country, thus they become immigrants to the country of the subsidiary b. People hired under the parent firm (either in/country or as new immigrants and brought into the country) to work in the parent country
Inpatriate/impatriate: persons who are host or third country nationalists the parent country transfers to it's headquarters on a semi or permanent basis usually for development, often to return to manage a subsidiary in their home country
Intern (or temporary immigrant): these are workers brought into the organization host country to work for a short (six months to two years) periods as interns or trainees, usually especially to fill in labour shortages
International business traveller: people travelling frequently to different parts of their company or to clients or to prospective clients for visits ranging from days to weeks depending on the tasks required of them
International commuter or cross-border: employees who live in one country (home countries) but who work in another (host) country and regular commute across borders to perform aspects of their work. They may live at home in one country yet commute on a daily or weekly basis to another country.
International volunteer: individual with specialist expertise undertaking an international work assignment with specific development objectives
Just-in-time expatriate: these are adhoc or contract expatriates who are hired from outside the firm as they are needed and just for one assignment
Localised employee: often referred to as localization, this normally refers to the situation where an employee is sent to work in a foreign country but hired as a local

Typologies of internationally mobile employees
employee (with some allowances to get over there). This may be because they really want to work in that country, often because they marry a local spouse or for some other reason, want to spend the rest of their careers in that location. It may also involve an international assignee who is concerted to permanent local status once the assignment period is over.
Migrant: people moving from their original home country to another home country in the expectation that they will spend the rest of their lives in the new country
Outsourced employee: “(...) the MNE decides to pay someone else (in another country) for the services of an (employee) or group of employees. (...) global employment companies (...) provide a few employees or whole staff overseas locations”
Permanent Cadre or globalist: these are employees who spend essentially their whole careers in international assignments, moving from one locale to another.
Retirement expatriate: this refers to the hiring of a firm’s retirees for short term foreign assignments.
Returnee: These are immigrants who are hired (or selected, if already employed by the firm) to return to their home countries to work for the firm there
Reward or punishment assignee: these are employees who are late in their careers and who are either given a desirable foreign assignment to enjoy and to pad their pensions for when they retire in a couple of years (pay is higher in foreign assignments) or are sent to a difficult locale or undesirable assignment as a way to side-line them to finish out their careers, rather than have to discipline or terminate them because of marginal performance.
Second-generation expatriate: these are naturalized citizens (immigrants who have become citizens) and are sent on foreign assignments to countries other than their countries of birth. The assumption is that, since they have lived through the “expatriate” experience once, they should be better able (than those without this experience) to handle it the second time.
Secondee overseas: overseas secondments are fixed term placements that usually occur between organisations in different countries, with the expectations that the secondee will return to the sending organisation. In a secondment, the initiative to be mobile often comes from the individual

Typologies of internationally mobile employees
Self-initiated expatriate or self-initiated foreign worker: people working abroad for what they intend to be a limited, even in quite long for some cases, period, who have made their own way to the country on their own initiative
Short-term (international): person assigned abroad for a period less than one year (usually less than six months) where the expatriate, even if they have a family, leaves them behind and goes on their own.
Sojourner: are temporary visitors to a foreign country
Stealth assignee: international assignee who are relocated by their managers without ever informing HR (that is, they fly under the radar), so they do not show up in the records, benefits and support systems used to manage such employees
Virtual global employee or virtual international employee: this is the situation where all or most of the work is performed across borders via electronic media, teleconferences, email, telephone, video conference, fax, etc.
Skilled (im)migrant: managerial, professional or technical persons gained in their home country and a skilled occupation, who self-initiated migration for the long term usually to settle permanently in a new country for reasons of economic motivation, career progress, lifestyle, establishment of better life's and living conditions, and or family, either migrating through employer sponsorship of a job in the new country or independently by a skilled migration programme seeking to gain employment once there.

Source: Adapted from Andresen et al. (2018, p. 51)

7.2 Mapping of research and interview questions

Table 7-2: Mapping of research and interview questions

Research Question	Interview Questions	Desired Outcome
Q1: What are the components of career capital for expatriates working in a global economy?	<p>A: What are some of the key characteristics / qualities you actively focus on developing in your career (Lamb, 2010)?</p> <p>A1: What are some of the components that you look for when employing / marketing yourself in the global economy (Lamb, 2010)?</p> <p>A2: Define a successful career capitalist in today's economy (Lamb, 2010)?</p> <p>B: What is the main reason for pursuing a global career? (internal motivations – personal motivations, self-development, gain knowledge, etc + external triggers – rewards, competition, employment issues in your home country (Nugen & Sora, 2016)?</p>	Component of Career Capital experiences of expatriates
Q2: What are the contextual differences between Assigned Expatriate (AE) and Self-Initiated Expatriate (SIE)?	<p>C: Do you work as an assigned expatriate or self-initiated expatriate?</p> <p>C1: Why did you choose to become an AE or SIE? Briefly describe your main reasons.</p> <p>C2: What is your host country (Nugen & Sora, 2016)?</p> <p>C3: What is your home country (Nugen & Sora, 2016)?</p>	Contextual differences between AE and SIE
Q3: What is the expatriates experience of career capital and how is their career capital accumulated?	<p>D1: What is your accumulated career experience in the business context (Lamb, 2010)?</p> <p>D1.1: How do the focus areas in career development change of time (Lamb, 2010)? How does career capital change over time (Lamb, 2010)?</p>	Formulation of career capital (Lamb, 2010)

Research Question	Interview Questions	Desired Outcome
	D2: What are the challenges of working in a multicultural environment? D3: What are the benefits of working in a multicultural environment?	
Q4: What are the different forms of global work in MNCs?	E: What are the different forms of global work in your organization?	Differentiating the forms of global work in MNCs
Q5: How does HRM support expatriate management?	F: How many expatriates do you manage who are on assignment or have managed (Nicks, 2016)? F1: How long are the expatriate assignments (6 months or shorter, 1 year, 3 years or longer)? F2: What procedures are in to assist expatriates and their families? F3: What have expatriates done when they were offered new assignments? F4: How would a foreign assignment align with career development of expatriates within your company?	HRM Support in MNCs
Q6: Which career capital components build marginal value that is recognizable and relevant in the new work of work?	G: How would you define a successful career capitalist, i.e., somebody who successfully manages their career (Lamb, 2010)? What do they do differently (of value) to enhance their career (Lamb, 2010)? G1: What are the three top things of importance to building your tradability and being a successful career capitalist (Lamb, 2010)?	Differentiating career capital and the interrelationship between the components of career capital.

Source: Adapted from: Lamb (2010), Nicks (2016), Nguyen & Sora (2016)

7.3 Example of Participant information sheet for informed consent

Table 7 3: Participant information sheet for informed consent

31 August 2018
<p>PARTICIPANT INFORMATION SHEET AND INFORMED CONSENT</p> <p>Dear Prospective Participant</p> <p>My name is Asheena Singh and I am currently enrolled for a Masters' of Commerce Degree in the Human Resource Management Department at the University of South Africa (Student number: 41788842). My supervisor is Mrs. E.C. Rudolph, a Senior Lecturer, in the Department of Human Resource Management at the University of South Africa. We have funding from the Unisa Dsf-postgraduate Bursary to undertake this research.</p> <p>The topic for my research study is "Exploring HRM Support: Career Capital Experiences of Expatriates working in Multinational Companies, South Africa". The purpose of this study is to gain insight and understanding about the nature of career capital experiences of expatriates and the HRM support in multinational Companies (MNCs) in South Africa (i.e., Multinational companies in South Africa, including South African multinational companies).</p> <p>I would like to request your participation in my research study as specified above. This study has been designed in non-scientific language (i.e. qualitative research). It is anticipated that the information we gain from this study will help to build on a broader range of individual and organizational constructs to examine HRM and management practices and the role these play in shaping expatriates career capital development, well-being and contributions to organizational core competencies.</p> <p>Background Information about the Topic:</p> <p>The management of expatriates poses major challenges for multinational companies. Difficulties arise from problems associated with inability to adapt to a foreign environment, family adjustment, the job not meeting expectations, lack of managerial support, early termination of an international</p>

assignment, concerns about career development, difficulty on repatriation / re-entry back to the parent company and remuneration.

Career Capital comprises of three components: knowing why (the individual's motivations and evaluation of a certain career path), knowing how (links the individual's skills and competencies in the job) and knowing who (networks the individual has). Skilled expatriates are an integral part of the workforce for multinational companies as they represent the accumulation of knowledge, experience and skills within the MNC, they understand other cultures and they have the ability to adapt and understand the global environment. There is growing evidence in management research that career capital can benefit organizational outcomes, learning, knowledge transfer and social capital.

You were selected to participate in this study because of your understanding and knowledge about working as an expatriate and the HRM support about expatriate management.

Participants who are eligible to take part in this study should be working as:

- Expatriates.
- HRM managers who are responsible for expatriate management.
- Employed by a global organization.
- Have a minimum of 1-year experience within a global organization.
- You will not be eligible to complete the survey if you are younger than 18 years.
- Should you know other eligible participants who you might want to refer please email Asheena Singh.

Minimum number of Participants:

- Assigned Expatriates – minimum of 4 participants.
- Self-Initiated Expatriates – minimum of 4 participants.
- Human Resource Managers who are responsible for expatriates – minimum of 4 participants.

Definitions

Expatriate: An individual who works abroad on extended work assignments and can successfully transact business by working in subsidiary organizations outside of his or her home country.

Assigned Expatriate: An international assignee working in a host country with the support of their employing organization for a specific duration of time.

Self-Initiated Expatriate: Initiate their own international career path by choosing to relocate voluntarily to foreign countries and are hired under a local, host country contract.

Human Resource Manager responsible for expatriates- HR management role in multinational companies include the management of expatriates.

Informed Consent

This form is part of a process called “Informed Consent” which allow you to understand this study before deciding whether to take part. Informed Consent implies that participants know and understand the risks and benefits of participation in the research as well as their role in the study.

If you agree to this study you will be asked to:

Participate in a semi-structured, individual interview of questions. The interview involves audio recording / taping of the interviews which will be scheduled at an agreed location and time. The interviews will be conducted through: online interviews, person-person interviews and / or telephonic interviews. The interview process will take approximately 90-minutes per interview. Participants will have the opportunity to review the interview transcript and interpretation of the data for any inaccurate information; all participants need to be fluent in English.

Online Interviews

Participants who have ready access to email and the internet through their computers, phones, laptops, iPads or reading device will be able to take part in online interviews. The online interview will use audio, audio-call, textual (example, instant messenger protocol) and videocall protocol (Skype). The use of Information Communication Technology (ICT) allows for participants to converse with the researcher anytime and anywhere. ICT enable participants to share artifacts and images of the environment being studied. The online interview form (Cover Letter for Online

Interview) is part of the process of “Online Informed Consent” which allow you to understand this study before deciding whether to take part.

Participants will have the opportunity to ask questions and address concerns about this study.

Throughout the interview process the researcher will be documenting notes through:

Research Diary - documents and memos / notes of the research process, records what is necessary for answering the research questions.

Activity Based Diary - keep a detailed report about a person’s travel and communication patterns on activities pertinent to the research in terms of geo-data. Example, geo-data in terms of being in different locations, time and context.

As part of this consent you will need to complete a:

Document Sheet – information about the interview – date of the interview, place of interview (example, agreed location), duration of the interview, interviewer, gender of the interviewee, age / category of the interviewee, occupation, working in this profession since, professional field, country of residence, name and number of countries worked in, married, not married, number of children, special occurrences.

The Interview Guide and Career Capital Model for global careers will be emailed to participants to assist with the concepts and thinking as a frame of reference after consent has been received.

The Activity Diary and Document Sheet will be sent after consent has been received.

Here is the sample of interview questions as a probe to assist with relevant information:

A: What are some of the key characteristics / qualities you actively focus on developing in your career?

A1: What are some of the components that you look for when employing / marketing yourself in the global economy?

A2: Define a successful career capitalist in today’s economy?

B: What is the main reason for pursuing a global career? (internal motivations – personal motivations, self-development, gain knowledge, etc. + external triggers – rewards, competition, employment issues in your home country?)

C: Do you work as an assigned expatriate or self-initiated expatriate?

C1: Why did you choose to become an Assigned Expatriate or Self-Initiated Expatriate? Briefly describe your main reasons.

C2: What is your host country?

C3: What is your home country?

D1: What is your accumulated career experience in the business context?

D1.1: How do the focus areas in career development change over time? How does career capital change over time?

D2: What are the challenges of working in a multicultural environment?

D3: What are the benefits of working in a multicultural environment?

E: What are the different forms of global work in your organization?

F: How many expatriates do you manage who are on assignment or have managed?

F1: How long are the expatriate assignments (example, 6 months or shorter, 1 year, 3 years or longer)?

F2: What procedures are in to assist expatriates and their families?

F3: What have expatriates done when they were offered new assignments?

F4: How would a foreign assignment align with career development of expatriates within your company?

G: How would you define a successful career capitalist, i.e., somebody who successfully manages their career? What do they do differently (of value) to enhance their career?

G1: What are the three top things of importance to building your tradability and being a successful career capitalist?

Withdrawal from this study

Being in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. Participants can withdraw at any time by contacting the researcher via email or calling or stating

during the interview that they do not wish to participate. However, it will not be possible to withdraw once you have submitted the interview content / interview questionnaire.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The benefit of this study will assist the organization leaders with expatriation management and HRM support. Benefits in research to society or science contributes to the knowledge base, to the individual through improved well-being and to empowerment of the individual by giving him or her a voice.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

This type of study does have some risk of the minor discomforts that can be encountered in everyday life, such as becoming stressed, fatigued, confused or uncomfortable. Participation in this study would not pose risk to the participants safety or wellbeing. Participants will be referred to the Unisa Wellness Centre (on request) if one of them display a need due to the research process. If during the research it becomes evident that a participant has suffered harm in a way not foreseen by the researcher, it will be immediately reported to the university Ethics Review Committee (ERC) and the relevant unit ERC for immediate investigation and action.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

Confidentiality: Identifying information in confidentiality are any group, individual or organizational (institutional) participation where its identity will not be revealed. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give.

Anonymity: The privacy of the subject's records cannot be linked to their names. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. Please keep in mind that it is sometimes impossible to make an

absolute guarantee of confidentiality/anonymity. I also cannot guarantee the privacy and anonymity in the use of technology, but as a researcher I will make every effort to keep the information protected and confidential, to ensure that you will not be connected to the information that you share during the interview. I therefore encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the interview.

HOW WILL INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers (all the written and audio recordings, and the Atlasti / Nvivo information) will be stored by the researcher for a period of five years in a securely locked cabinet where the information is maintained. All the data and information pertaining to this research will be at the principle researcher's office for future research or academic purposes; electronic information will be stored on a password protected computer until disposal. The office can only be accessible to the principle researcher. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

How will the information be destroyed?

Secure destruction services will be used for the disposal of all paper-based and computer-based records, this includes online records from the interviews.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No financial or other inducement can be offered for research.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received written approval from the Research Ethics Committee of the College of Economic and Management Sciences, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish. The Unisa Policy on Research Ethics is available on request.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS?

Please contact Asheena Singh on telephone number +27 (83) 640 2020 or email address asheena_singh@icloud.com. The findings are accessible for a period of five years.

Questions

You may ask any questions you have now. Or if you have questions later, you may email on asheena_singh@icloud.com. If you want to talk privately about your rights as a participant, you can call my Study Leader, Mrs. E.C. Rudolph who is a senior Lecturer at Unisa. Her phone number is +27 (12) 429 2586 and email is rudolec@unisa.ac.za.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By replying to this email with the words, 'I consent', I understand that I am agreeing to the terms described above.

Thank you for taking time to read this information sheet and for participating in this study.

The researcher will give you a copy of this form to keep.

Thank you.

<insert signature> _____

<type your name> _____

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the <insert specific data collection method>.

I have received a signed copy of the informed consent agreement.

Participant Name &
Surname.....
(please print)

Participant
Signature.....Date.....
.....

Researcher's Name & Surname: Asheena Singh (please print)

Researcher's signature: A. Singh

Date: 31 August 2018

7.4 Example of interview guide and statement of consent

Table 7-3 Interview guide and statement of consent

Interview Guide

Research Title: Exploring HRM Support: Career Capital experiences of Expatriates working for Multinational Companies in South Africa

Introduction and background

- The individual interviews will commence with general greeting and introduction of myself by stating my name and that I am a UNISA Masters' Degree student studying, "Exploring HRM Support: Career capital experiences of expatriates working in Multinational Companies, South African MNCs".
- Thank each participant for their time and willingness to be interviewed.

Research Purpose

The questions will explore the topic further:

- Establish the components as well as a model of career capital in the global economy.
- Establish HRM support of expatriate management in Multinational Companies.
- Need for a real, practical model for expatriates and HRM support.

Ethical considerations to each participant

- Provide a copy of the interview guidelines and questions after consent is received and at the onset of each interview.
- Inform each participant about their consent to participate so they have an understanding about their participation in the study. Provide a copy of the consent form they signed.
- Participation is voluntary and the session can be stopped at any time without recourse.
- State that participant's identity will be held anonymous and that each participant will have a code to protect their name and identity.
- The duration of the interview is approximately 60 - 90 minutes. After the first hour of the interview ask whether the participant needs a 5 – 10minute break and then resume interview after the break.
- I will be documenting notes throughout the interview to aid in note taking and checking.
- When the actual interview process starts I will state to participant's that I am ready to start the interview process by stating, "I will now turn on the tape recorder and begin to ask questions."
- During the interview I will listen attentively and monitor for any discomfort during the session.

- Keep the participant focused on the interview questions at hand, allowing for minimal added conversation regarding the study to glean any new material.

Refer to Figure 1: *de jure* model of career capital to understand the concepts and thinking as a reference for career capital (Lamb, 2007, p. 49). Refer to Figure 2: Global career paths as the intersection of the three domains (Copellen & Janssens, 2005, in Lamb, 2007, p. 19).

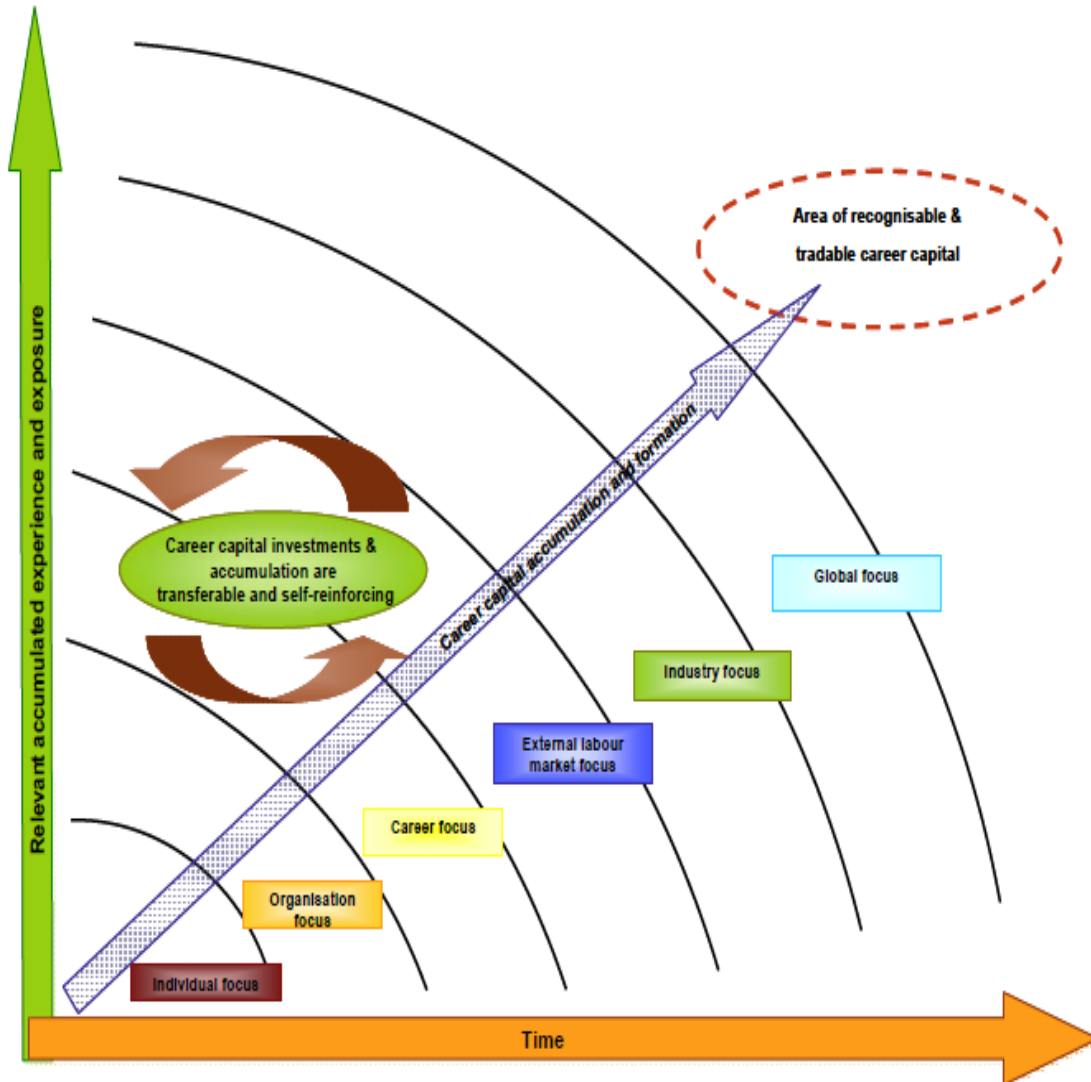


Figure 1: The conceptual *de jure* model of career capital (Adapted from Lamb, 2007, p. 49).

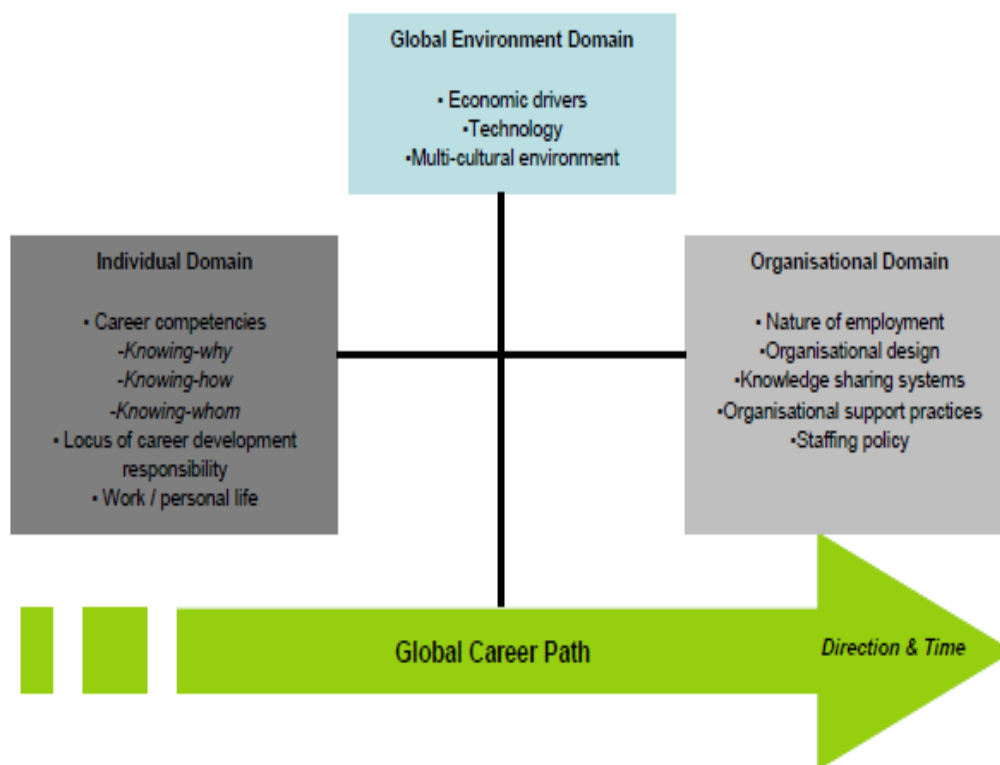


Figure 2: Global career paths as the intersection of the three domains (Copellen & Janssens, 2005, in Lamb, 2007, p. 19).

Interview Questions

A: Tell me about the qualities you focus on in developing your career?

- What do you look for when employing yourself in the global economy?
- Define a successful career capitalist in today's economy?

B: What is the motivation for choosing a global career? (internal motivations – personal motivations, self-development, gain knowledge, etc + external triggers – rewards, competition, employment issues in your home country?)

C: Do you work as an assigned expatriate or self-initiated expatriate?

- Why did you choose to become an Assigned Expatriate or Self-Initiated Expatriate?
- What are your motives for leaving?
- What is your host country?
- Home Country?

(Refer to the de jure model and global career paths diagrams for D1 – G1)

D1: What is your accumulated career path as an expatriate?

D1.1: Can you tell me about expatriate career experience in the business context?

D1.1.1: How does career development change over time?

Figure 2: Global career paths as the intersection of the three domains (Copellen & Janssens, 2005, in Lamb, 2007, p. 19).

Closing:

- ✚ Any final questions or comments that I may have not covered or add on?
- ✚ Inform participants that I will send them a copy of the interview notes (written and recorded) for their review after I have transcribed the notes.
- ✚ Thanks for participation.

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doi:<https://doi.org/10.1007/s11575-018-0367-x>

Statement of consent

Statement of Consent

- I have read the participant informed consent and I feel I understand the study well enough to make a decision about my involvement.
- The researcher has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read (or had explained to me) and understood the study as explained in the participant information consent sheet.
- I have had sufficient opportunity to ask questions and am prepared to participate in the study.
- I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).
- I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.
- Please take note that no organization name should be given.
- I agree to the recording of the interviews. I have received a signed copy of the informed consent agreement.

Please Type Your Name and Surname Here :

Date :

By sending this page and the words, 'I consent' in the email subject line, I understand that I am agreeing to the terms described above.

Researcher's Name & Surname: Asheena Singh

Researcher's signature: A. Singh

Date: August 27, 2018

7.5 Sampling: LinkedIn Direct Message

Table 7-5: Sampling from LinkedIn Direct Message

Hi, Asheena Singh - MCom student from UNISA undertaking a research project about HRM Support and Expatriate Management. I require the participation of several expatriate employees. Would you please assist by accepting my connect on LinkedIn for further information about this project?

7.6 Example of Document Sheet

Table 7-6: Document Sheet

Document Sheet			
Information about the interview – date, place, duration, the interviewer, gender, age / age category, qualifications, occupation, working in this profession since, professional field, country of residence, number of countries worked in, name of countries worked in, duration, married, not married, children, special occurrences. A copy of your completed document sheet will be emailed back to you.			
Date of the interview			
Participant Name			
Duration of the interview			
The interviewer	Asheena Singh		
Gender	Male:	Female:	
Nationality			
Ethnic group			
Age (optional)			
Age Category (circle or mark with X)	30 – 35:	46 – 49:	60 – 65:
	35 – 39:	50 – 55:	65 – 70:
	40 – 45:	56 – 59:	
Qualifications and Education Level			
Occupation			
Hierarchical Level			
Industry			
Working in this profession since		Professional field	
Country of Residence		Number of countries worked in	
Name of Countries worked in and duration			
Language/s: read, write and speak			
Married		Not Married	
Number of children			

7.7 Activity Diary

Table 7-7: Example of Activity Diary

Activity Diary**17 November 2018**

Captures data on communication and travel activities. Is used to examine the way people use their time and labour in terms of examining issues in labour processes, social issues and spatial issues. It will involve a detailed log of how people allocate their time during the week and weekends. A copy of the activity diary sheet will be sent back to you to verify for any inconsistencies.

Interviewer	A Singh	Details about the activity
Interviewee		
<u>Weekdays:</u>		
Travel to work and distance in kilometres or mileage	Example own vehicle, group vehicle, etc.	
Business travel / work travel: short distance and long distances	Example, meeting in another town, how is this arranged? How do you get there and return? Example, train, metro, walking.	
Work hours Do you work long hours?		
Meetings	How many? With whom?	
Work tasks done for the week		
Technology most often used; issues with the different paces and internet connectivity. Consider the impact of different technology on expatriation?		
How often do you respond to work-related international communication?	Emails, video call, etc.	
Family	Responsibilities with school going children, spouse, etc	
Leisure – work / life balance		
<u>Weekend (non-workday activities):</u>		

7.8 Signed Consent Forms

The signed consent forms are available for audit purposes and on request.

7.9 Confidentiality Agreements

7.9.1 Language Editor



CONFIDENTIALITY CLAUSE

BETWEEN

Asheena Singh

AND

GLEND A BLINCOMBE

(Language Editor / ~~Proof Reader~~)

Research Title:

**"Exploring HRM Support: Career Capital Experiences of Expatriates working in South African
Multinational Companies"**

The research code of ethics mandates that confidentiality should be maintained throughout data collection, data analysis and report writing.

As an independent ~~coder~~ / language editor / ~~proof reader~~ I understand that I have access to confidential information. By signing this statement, I am indicating my understanding of this responsibility and agree to the following:

- I understand that all information obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of this information, unless specifically authorized to do so.



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7.9.2 Transcriber



Transcription Confidentiality Agreement

I, Top Transcriptions <insert name and surname of transcriber>, hereby declare that I understand and agree to the following conditions with regards to the transcription of the interview and audio recordings.

1. I understand that the audio recordings are received for the purpose of transcribing records of interviews held with the participants in the Research Project: M Com Dissertation 2018 A Singh.
2. I acknowledge that the research project is conducted by Asheena Singh, a Primary Researcher from the University of South Africa, studying towards a Master of Commerce Degree in Business Management.
3. I understand that the identity of the participants and any individuals/ organisations/ institutions discussed as well as the content of the interviews are confidential and may not be revealed.
4. I undertake to treat all audio recordings as confidential content to which only I will have access. I will keep the audio recordings and any copied material securely.
5. I will return all copies back to the researcher on completion of the transcription.

Full Name of Transcriber: Kerri Gould, from Top Transcriptions

Signature of Transcriber:  Date: 03/05/2018

Full Name of Primary Researcher: Asheena Singh

Signature of Primary Researcher:  Date: 03 May 2018



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7.9.3 Research Assistant

**CONFIDENTIALITY CLAUSE**

BETWEEN

Asheena Singh

AND

Annesh Singh

(Research Assistant)

Research Title:

"Exploring HRM Support: Career Capital Experiences of Expatriates working in Multinational Companies"

The research code of ethics mandates that confidentiality should be maintained throughout data collection, data analysis and report writing.

As a research assistant / proof-reader I understand that I have access to confidential information. By signing this statement, I am indicating my understanding of this responsibility and agree to the following:

- I understand that all information obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of this information, unless specifically authorized to do so.
- I understand that names and any other identifying information about study sites and participants are completely confidential.



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7.10 Data Findings

7.10.1 Data findings for RQ1

7.10.1.1 Anchor Code: Qualities and characteristics

Name	File	References	Verbatim Evidence
Theme 1			
Harnessing Career Development and progression through Continuous Learning, Self-awareness, understand the marketplace industry and by Upskill and Reskill of Relevant Skills to progress			
Description: Data reviewed that career development for expatriates evolve from having a true interest in their field and demonstrating excellent levels of general and strategic management, leadership and business acumen together with a solution and innovation orientation (Lamb, 2010). Dimensions: Managerial skills, develop many areas, career progression, prerequisites, new challenges and transferable skills, locus of control.			
Sub-themes	8	34	
Being self-aware of your skill set and skill level to continue to thrive from current role	4	7	<p><i>P19: then I got a real interest into immigration and then our business model was as such whereby we used expats from delivery centers to deliver solutions for clients and I was in a center of excellence that put together such ability for the organization and I ended up growing my career working into the space of Africa for expats and later on I now manage a larger region, I manage Africa, middle east and Europe. Xyz...management are my passion, so, I really enjoy what I do. (Reference 1 – 1.78% Coverage).</i></p> <p><i>P22: done many roles within my career and it eventually came down to is you must do what you're interested in and what you like. You will find that it's not such a hardship not doing what you like. (Reference 2 – 0.72% Coverage).</i></p> <p><i>Reference 1 - 0.21% Coverage</i> <i>almost like a chameleon, someone who has a strong internal locus of control.</i></p>
Locus of Control	1	1	

Name	File	References	Verbatim Evidence
Self-Efficacy in my capabilities and reaching my experience	1	1	<p>Files 1; Coverage 0.27%</p> <p>P19: based on my industry is really the technology that I'm working for. So, making sure that I'm working with you know the right type of technology and software as well as things that are new such as cloud technologies or block chain or something like that.</p> <p>Files 1; Coverage 0.85%</p> <p>P19: making sure that I'm keeping up with the technologies and the global markets</p> <p>Files 2; Coverage 0.30%</p> <p>P22: all the things that go with maintaining a pilot's life must be observed and maintained, simply by the very nature, we get tested every year or every six months, depending on your qualifications and it's very important that you keep that currency active... to maintain, for me to be marketable. Here at home or overseas, I must be combed and rated on the equipment and aircraft they'll be requiring me to fly, I must demonstrate that professional skill and level and accuracy to them so that you fly a job and get it right first time but really keeping myself current and fit and healthy is the key to keeping what I'm doing going.</p>
Self-Awareness of industry rules and skill levels to continue to be valuable	1	2	
Prerequisites of my profession to demonstrate professional skills and levels	1	1	
Understanding relevancy of your profession	1	1	
Take on new challenges and apply accumulative experience	1	2	

Name	File	References	Verbatim Evidence
Develop many areas to make a choice	1	1	
Focus on developing my managerial skills	1	1	
Prerequisites of wanting to work in a global company	1	1	
Self-efficacy in my capabilities and reaching my experience	1	1	
Locus of control	1	1	
Career Progression and Leadership	6	10	
Care more about self-development and development of others	1	1	
Career choice must be in progression from the current role, example, new country or more scope on the job	1	1	
Developing leadership to manage and mentor team members	1	1	
Having the right knowledge and right skill set is always very important to me	1	1	
Keeping up with technology in my industry and the global markets	1	1	

Name	File	References	Verbatim Evidence
Responsibility to remain knowledge relevant in the industry and marketplace	1	1	
Value of upskilling and reskilling to be current and future ready	1	2	
Continuous Learning	8	17	<p>P40: Knowing what's going on in the marketplace is important. I think that many people in any society forget that it is their responsibility to remain relevant. Like so to have the skills and knowledge that companies seek to help them continue to be in business. What am I contributing and how can I continually remain relevant and useful to companies? And So, I work hard at doing those two things.</p> <p>Files 1; References 1; Coverage 2.76%</p> <p>Reference 1 - 1.13% Coverage</p> <p>So, I'm very busy with, now, upskilling myself, you know to be future-ready in that sense, twenty-first century skills I suppose as a teacher, as lecturer. On the approaching side from a personal practice I'm also trying to stay ahead of my professional practice as an industrial psychologist focusing on, on also content and the latest forms of application in terms of coaching expatriates.</p>
Continuous Learning	6	11	
Learning Agility	1	1	
Stay Relevant	4	5	

Table 7-4 Theme 1

Name	File	References	Verbatim Evidence
Theme 2			
Understand Cross-Culture Communication in an International Environment			
Description: Data reviewed that it is necessary for expatriates to understand cross cultural communication skills when working in different countries. Cross cultural communication involves building relationships with people of other cultures. In culture communication there exists language barriers, age perceptions, communication preconceived perceptions and learning another language quickly.			
Sub-Category and In Vivo Codes	Dimensions	3	6
Building relationships with people			<i>P27: Also, to try and build relationships with different people from the world...when I worked there was lots of people from different countries (P1). References 1-2 – 0.59% Coverage</i>
People interaction			<i>P26: I am developing even more now is people interaction (P2). References 56- 0.12% Coverage</i>
Language barrier and age perceptions. Daily English learning lessons as a company formal requirement. Learning another language quickly. Understand cross-cultural communication skills in an international environment			<i>P23: I use Translate a lot; mostly there's negatives, being people maybe will find it difficult to approach me if they're not comfortable with being English. Slightly older people find it difficult; to speak to me. The younger people, where we live have more open to the idea of speaking English...western, younger culture. Most of them enjoy speaking to me because they get to practice. What I have noticed is that everyone does one hour of English formal requirement. They do a telecon with someone who speaks English to them, and they do lessons. So, it's a challenge. Lunch time most people speak in their own language. So, my lunches are usually quiet ... but the positive about that is that you're forced to learn very quickly. probably the best way to learn is thrown to the deep end (P2). References 1-4 – 2.82% Coverage</i>

Name	File	References	Verbatim Evidence
			<i>P23: Ah okay. I think I definitely focus on communication skills because I work in a very international environment and I noticed that there are so many different ways and perceptions sometimes as a manager you, you think your message is coming across but it's not always landing the way you think it is, so for me cross-cultural communication is a big (P6). References 1-2 – 1.10% Coverage</i>

Table 7-5 Theme 2

Name	File	References	Verbatim Evidence
Theme 3			
Organization Learning.			
Description:			
Data reviewed that organization learning occurs through learning new organization processes and new technology that lack in home country and understanding strategic goals and developing strategic goals for the company to grow.			
Sub-Category Dimensions	2	4	
Learn new processes and knowledge sharing. Help strategic think for the organization			<p><i>Reference 1 - 0.72% Coverage: My role as an expatriate was to learn as much as possible about the different markets and the environments of manufacturing and share that knowledge with my home country so they could implement processes that were lacking in my home country (P1).</i></p> <p><i>Reference 2 - 0.32% Coverage: I looked to learn new processes that I know my home country doesn't have. I try and learn as much as possible (P1).</i></p> <p><i>Reference 3 - 0.37% Coverage: So, I'm always getting information and improving myself and helping my company too because I'm always learning something new (P1).</i></p> <p><i>References 1-2 - 0.62% Coverage: Then the third one would be strategy...not just a leader but really trying to help strategic think for the organisation as well (P4).</i></p>

Table 7-6 Theme 3

Name	File	References	Verbatim Evidence
Theme 4			
Values and disposition			
Description:			
Data reviewed values and disposition in terms of balancing individual values with life's changing priorities.			
Sub-Category Dimensions			
Choice of location and still maintain a good quality of life.			<i>References 1-2 - 0.56% Coverage: okay and then it means I move location...also must be a country where I feel ... has good abilities.: good amenities all around...So health, security, where I can still maintain a good quality of life (P8).</i>
Over time – changing organizations and with day-to-day life – experience corporate fatigue.			<i>References 2-3 - 3.06% Coverage: when that's the end goal of what it is what you're doing with your life every single day you experience corporate fatigue...you start to realise maybe this is also just a job. I'm at that healthy middle ground where you've got to question things, but you realise you do need a job; you've got to put food on the table and you also need a career that you can enjoy...caring more about developing of individuals and including myself (P5).</i>

Table 7-7: Theme 4

7.10.1.2 Anchor Code: Employability

Name	File	References	Verbatim Evidence
Theme 1			
Stay relevant			
Description			
In this category the responses were related to how to stay relevant in a career field acknowledging the importance of career networks, career goals within a company, defined skill strengths, CV and technical skills, taking risks. Participants spoke about what they value in an organization – challenging work and support, team diversity, progression of the company, learning new processes to implement. Opportunities for travel and work ethic were also discussed as important.			
Sub-Category Dimensions	3	5	
Be relevant in your career area by actively engaging with a community of like minded people and being up to date with what's happening	1	1	<p><i>Reference 1 - 1.83% Coverage</i></p> <p><i>Okay, I guess employability is meaning you have to stay relevant within your specialist area, right? So, for instance in the expat business, tax rules that were relevant five years ago might not be relevant now and you need to be abreast of these things. So, the way I would say I would do that is, you know, you have to become active in a community of people with similar skills, you know, like a professional body, I'm currently registered at a professional body called ... and we can continuously meet up once a quarter or once a month and then we have speakers to come talk, so you can know what's going on (P2)</i></p> <p><i>Reference 1 - 0.18% Coverage</i></p>
Most expatriates are career driven and it usually happens internally within your company	1	1	<p><i>here they do it because they're career driven things and how do they market themselves. It's very difficult. I think very rarely do people move from one organisation to another organisation and become an expatriate with that change. Usually it happens internally in the organisation and so, you know, that's kind of answering one part of your question.</i></p>

Name	File	References	Verbatim Evidence
			<i>You don't really market yourself externally; you market yourself internally in your company (P5).</i>
Not being specialized in my industry is unique as I work across industries to help companies solve issues	1	1	<i>unique about me also is that at the level of organisations that I work in, typically they expect people to be very specialised in their industry. And what also makes me quite unique is that I am not specialised in a particular industry, I work across industries. And very often I find myself working with oh well, I cant say that, I have worked with really big organisations like the Dutch Railway System and KLM and Bon Electronics and ATNT so, we have worked on projects with large global organisations, but I have also worked with smaller companies and more entrepreneurial firms. And what I find more and more is that people don't know how to solve their problems in a methodical way. And so that's kind of the expertise that I bring. I understand processes, I understand theory, I understand the reality of situations and somehow I can really bring all of that knowledge together in a unique way to help companies solve their issues (P3).</i>
Once you an expatriate your CV and core values differentiate you	1	1	<i>So, it's very difficult to answer that question because it depends which company you're applying to because each company has their core values and in your CV and cover letter you need to basically explain how you encompass all of those core values that they have (P5).</i>
Technical skills to continuously develop in your areas and take risks and volunteer and be brave enough	1	1	<i>obviously the technical skill, you need to make sure you're dressed and continuously develop in your area and take risks and volunteer and put your hand up for stuff whereby once does not always feel that way, it's a good idea to do it because if you're thrown into the deep end and don't know what to do, you need to ask be brave enough to do that (P2).</i>

Table 7-8: Employability Theme 1

Name	File	References	Verbatim Evidence
Theme 2			
Organization Fit – employee value proposition			
Description:			
Organization Fit: Knowing the right organization for you.			
Sub-Category Dimensions	3	5	
Seek challenging work and supportive environment	1	1	<i>A challenging job in terms of content, a supportive environment (P3).</i>
Diversity in a team	1	1	<i>Diversity in the team, I think the more diversity you have the more creativity you get (P3).</i>
In an MMC make your intentions clear to become an expatriate and be goal oriented with your HR team and Line manager until a role opens that you ready to move across	1	1	<i>You make it very clear that your intention is to become an expatriate if you work in an MMC and then you work towards those goals with your HR team and your line manager till eventually at some point you've met all those goals and there's nothing holding you back and a role opens up internationally that suits you and then you move across (P5).</i>
Look for progression of the company	1	1	<i>Okay I would look for progression of the company. See how progressive that company is (P1).</i>
Look to learn new processes-new technologies-new thinking about a progressing company to improve myself	1	1	<i>What new technologies or new process, new thinking that they have employed. So I would go to a country where I know I could learn something else and improve my current ...(P1).</i>

Table 7-9: Employability Theme 2

Name	File	References	Verbatim Evidence
Theme 3: Opportunism			
Description - The data reviewed opportunism and career by identifying and learning through awareness.			
Sub-Category Dimensions	4	7	
Country culture awareness and what can be learned by experience	1	1	<i>Normally I would look for firstly the culture of the people and what I could learn in experience (P1).</i>
Foreign country social activities	1	1	<i>Also how much social activities I could get involved in - in a foreign country and I like different kinds of food (P1).</i>
Opportunities for travel and curiosity about foreign culture to see as much of the world as possible	1	1	<i>career driven and we two are the people who want to go abroad. I'm definitely the latter I think. Well, the primary reason for me, for us, moving to Spain is, you know, it's difficult to travel on the Rand and we want to see as much of the world as we can which is why Europe was a great thing and Spain was the best opportunity for us because we wanted to move to a country where they don't speak English so we could really fully immerse ourselves in a strange foreign culture (P5).</i>
Opportunities for travel and engage with people in other countries	1	1	<i>the opportunities for travel I think is also important and to expand and interact with our students more across borders (P3).</i>
Well thought out and informed decision to move	1	3	<i>So I think for me what made it easier is by the countries I moved to again it was well thought out because I've got family there (P8). Reference 2 - 0.08% Coverage</i>

Name	File	References	Verbatim Evidence
			<p><i>So I knew what I was signing up for (P8).</i> <i>Reference 3 - 0.12% Coverage</i></p> <p><i>So for me it wasn't ... I actually enjoy it, the experiences (P8).</i></p>
Theme 4: Work ethics and governance	2	2	
Description: Work ethics was reviewed professionalism and ethical conduct in your work value and delivery.			
Sub-themes			
Professional integrity shows who you are as a person and how you conduct yourself	1	1	<p><i>The second thing is, I guess, try and be professional, be a trustworthy person, if you say you're going to do something, you must do it. I would say there is technical skills to it and there are subskills to it whereby the subskills are more of who you are as a person and how you drive and how you conduct yourself and what your behaviour is (P2).</i></p>
Work ethic, scope of work level and governance matters	1	1	<p><i>the scope that presents and there is also a certain level ... there is a certain work ethic and governance you know that matters to me (P8).</i></p>

Table 7-10 Employability theme 3-4

7.10.1.3 Anchor code – Successful career capital

Name	Files	References	Verbatim Evidence
	8	83	
Theme 1: Agility			
Description. Agility was reviewed as being able to self-learn on the job, being able to expand skills and career and managing changing environment.			Reference 1 - 0.38% Coverage from in terms of my role I've gone from having country specific to sub-regional within Africa and then from sub-regional I want to go Pan Africa; from Pan Africa I want to go global right.
Sub-themes	4	8	
Allow yourself time to learn on the job and be able to impact	1	4	
Being a skills provider who is innovative enough to expand their skills to actively build their career	1	1	Reference 2 - 0.24% Coverage So, once I'd gone global, I was like okay for the next season I want to go back into Africa right to apply my knowledge.
Requires agility because things are changing daily	3	3	Reference 3 - 0.47% Coverage Then right now that I've come back into Africa and done what I've done in Africa. Then I was like okay let's now go back, let's expand this so now I've got Middle East and I've got Turkey and I've got Africa. So, it's all aligned.

Name	Files	References	Verbatim Evidence
			<p>Reference 4 - 0.47% Coverage I think what's important is also some stability because it is kind of proven that in any new job, at least the first six months you kind of learning. So, you need to allow yourself time to learn in a job and to be able to impact.</p> <p>Reference 1 - 1.42% Coverage So, to be successful you must be able to adopt because things are changing daily now. So, you need to adopt, and you need to be quick in adopting. You need to be open to change, you can't just be stagnated and say no this is what we doing and it's the best because there is always some country with some person in an organisation that thinks differently and out of the box than what you used to. So, you need to be able to adapt to that quickly (P8).</p>
Theme 2: Career Capital Components			<p>Reference 1 - 1.09% Coverage and it's important and I think an employee must drive their own career. You must drive and</p>
<p>Description. Career capital was reviewed in terms of success from the career capital components, knowing-how, knowing-whom and knowing why.</p>			

Name	Files	References	Verbatim Evidence
Sub-category dimensions		7	47
Knowing HOW		6	20
Drive your own career and negotiate with how you want this to work for you		1	1
It's about developing critical career experiences		1	1
Professional integrity in your work		1	1
To impact means you must understand business cycles and be involved through the different cycles		1	1
Knowing WHOM		3	10
Being influential across the organization requires how you are going to relate to other people		1	1
Broaden your experiences as you do want to become a leader - be able to be a people's person		1	1
You learn while you are engaging with people		1	1
Knowing WHY		5	10
Success is different to each individual and personality type		6	7

negotiate with how you want this to work for you, so its ultimately you that needs to be satisfied, so, I guess for me it's about in the area I work in, compliance is a very big deal. If I don't make sure people get their work permits, we can have a big problem with the authorities.

Reference 1 - 0.76% Coverage
And to impact you need to be present for some business cycles right. Because businesses go through cycles. So, you need to be (a) involved, to have gone through different business cycles and say you know this was the impact that I made. So, the role in Kenya matters right. Yeah. So, I think you just want to see you know that it is kind of well thought through.

Reference 1 - 1.91% Coverage
Yeah. So, I think you just want to see you know that it is kind of well thought through. That someone is broadening ... someone is

Name	Files	References	Verbatim Evidence
			<p>going deeper and wide, right. So, you find in careers it is not about ... it is not always about climbing a career ladder. It is about developing critical career experiences.</p> <p>Reference 1 - 0.17% Coverage and as you do want to become a leader you've got to be able to be a people's person.</p> <p>Reference 2 - 0.19% Coverage In other words, you need to be able to influence across the organisation so this is a must.</p> <p>Reference 1 - 0.33% Coverage You must drive and negotiate with how you want this to work for you, so its ultimately you that needs to be satisfied.</p> <p>Reference 1 - 0.25% Coverage And somehow, I am this kind of, I think, unique balanced person who can, again, work in both of those worlds</p> <p>Reference 1 - 0.45% Coverage my career is a survey pilot and that's what I market myself as with</p>

Name	Files	References	Verbatim Evidence
			<p>my skills and overseas or wherever I'm going to be, here in South Africa as well.</p> <p>Reference 2 - 0.27% Coverage a lot of people overseas who want what I can do and that's my capital gain, that's my bucket.</p> <p>Reference 1 - 0.51% Coverage for but if you want to get anywhere in that role which I found over my last few you know roles is that you must see the networking part.</p> <p>Reference 2 - 0.92% Coverage you know I've worked at a company that had over 500 employees and making sure I needed to go to with certain tasks, bringing groups together that worked well together to achieve a certain tasks, that is really going to give that person differentiator over the people.</p> <p>Reference 3 - 1.18% Coverage as you know I've worked in smaller start-ups and being able to know who you can reach out to</p>

Name	Files	References	Verbatim Evidence
			... to different organisations to partner with them or for them to potentially you know engage in projects with you. So, it's important to have those social skills outside of the organisation as well as inside.
Theme 3: Career experience and vision	6	23	Reference 1 - 0.22% Coverage But I can tell you I've always been intentionally in that I tell you so global brands, they must be leading
Description. Data was reviewed in terms of relevant career experiences aligned with working towards long term vision.			
Sub-Category Dimensions	5	23	Reference 2 - 0.18% Coverage Yeah. So, I think you just want to see you know that it is kind of well thought through.
Career Experience	5	11	Reference 7 - 0.42% Coverage That can't be the sole motivation you know for ... for career choices and ja so, so that is kind of how I look at it and I think again some people articulate from wherever they are, what is their vision.
Career Vision	3	11	Reference 8 - 0.22% Coverage At least ... at least sort of have their five-year vision. They must be working towards something ja.
Having a five-year vision and working towards something	1	1	

Name	Files	References	Verbatim Evidence
Theme 4: Flexible work			Reference 1 - 0.39% Coverage
Description. Flexible work was reviewed as being able to give maximum value to the organization whilst considering working reduced hours.			So, I guess a capitalist for me, I'm the person who likes security, I want a balanced environment whereby I can balance my work life.
Sub-Category Dimensions		1	Reference 2 - 0.57% Coverage I would really want the option to work maybe reduced hours but still the organisation can get maximum value out of me. It's always going to be a give and take between an organisation and employee
Balanced work life needs must be met		1	Reference 3 - 1.01% Coverage Then having the tools to communicate, you know, my computer, the internet.
Theme 5: Knowledge and connection			Reference 1 - 1.75% Coverage
Description. Mixture between knowledge that is needed and ability to make connections with the right people – skills that can be applied to any industry			I think successful career capital in today's economy is really, well it can be different things for different people. And, but it is always some mixture between the knowledge that is needed and the ability to make connections with the right people. And I know that
Sub-Category Dimensions		1	

Name	Files	References	Verbatim Evidence
			<p>is very general, but if you think about it, those words that I have said can be applied to any industry. So, and some people will be better at the connections part and some people have more knowledge. And it's really though, it is making sure that you find the right people. If you are the knowledge person and you're not good at connections, it's really important then that you find someone that you can partner with that is good connections and you can disseminate, and you can make knowledge more usable.</p>

Table 7-11 Anchor code: successful career capital themes

7.10.1.4 Anchor code - Motivation and expatriates

Table 7-12 Anchor code: Motivation and expatriates: Themes

Name	Files	References	Verbatim Evidence
Motivating Factors	8	40	
Theme 1: Internal Motivation			References 1-6 - 1.47% Coverage So, as I mentioned in my previous answer that was part of what I wanted to do next. So, it is like as you go into spaces you conquer so like okay, I've done sub-regional I kind of know Africa. I know what to take it global. So that was my aspiration, that was my interest and ... so you know in terms of part of my growth because I felt one ... I would be taking my African experience right to people out there who wouldn't to know and then I would lend that space right. So, it was kind of a give and take. So, I would be educating them about Africa, sharing insights and I would be going ... and now because I've had that exposure wherever I may go I have that ... that

Name	Files	References	Verbatim Evidence
			<p>richness of experience and exposure to tap into.</p> <p>References 1-2 - 0.74% Coverage my main motivation is I want to be more marketable and I think that when you have global experience on your CV companies look at you differently. Also, it was a challenge for myself personally to see how I can adapt to new cultures and new environments</p> <p>Reference 3 - 0.23% Coverage So, I think in essence we are all somehow going to commit into this global village.</p> <p>Reference 5 - 0.36% Coverage There is no more room for polarisation between different groups and playing in and out group like we used to in our primal times.</p> <p>Reference 7 - 0.40% Coverage Ah, from a practical perspective I also just, I personally enjoy the dynamism and the diversity that comes with working in this global economy,</p> <p>Reference 3 - 0.54% Coverage</p>

Name	Files	References	Verbatim Evidence
			<p>So, and the international part of it, the international part of it came but I just always had a fascination with other countries and other cultures, even when I was yes, even when I was a little kid, I was always just fascinated by it.</p> <p>Reference 6 - 0.25% Coverage So, when the opportunity came to me to go to Germany the first time, I just jumped at it and I fell in love.</p> <p>Reference 8 - 0.09% Coverage And I really have this growth mindset.</p> <p>Reference 9 - 0.27% Coverage So constantly moving around and creating challenges for myself, not in a bad way but you know, I like to be challenged.</p>
<p>Description. Data was reviewed in terms of personal motivations for working as an expatriate – personal motivation, seeking growth, challenging oneself, differentiation, conquer and aspirations.</p>			
<p>Sub-category dimensions</p>	<p>6</p>	<p>27</p>	

Name	Files	References	Verbatim Evidence
Internal-Personal Motivation	3	16	
Growth and challenging oneself	2	4	
Having a growth mindset	1	1	
Global work differentiates employability	1	1	
Go into spaces you want to conquer	1	1	
Interest and personal aspiration - give and take		1	1
Share insights through richness of experience and exposure to tap into		1	1
Theme 2: External Motivation			References 1-2 - 0.63% Coverage
Description. Data was reviewed as outside influences or external triggers such as negative job situation.			The main motivation is that I am not ready to retire yet and my option is staying here, I'm basically not going to find employment that will certainly keep me and what we do in life yet and I'm looking for that overseas.
Sub-themes		2	2
Not ready to retire yet even if employability means looking overseas		1	1
Negative job situation		1	1
			Reference 1 - 0.61% Coverage So, you know I think it was '99 when I left South Africa and there were a number of reasons like the job situation wasn't fantastic.
Theme 3: Opportunism Open to Opportunities			Reference 1 - 0.70% Coverage to be honest that time it was very difficult and at that time the UK was

Name	Files	References	Verbatim Evidence
			<p>booming with IT careers. You know all that was going on and it was just really exiting to (a) travel and to get to a different country where the opportunities where going to be a lot greater. Reference 2 - 0.20% Coverage</p> <p>Reference 1 - 0.61% Coverage</p> <p>I guess, you know, I didn't choose it, it just happened. I finished my studies and then got an opportunity to work in the UK at a big IT organisation and that sort of formed me, it had a big impact on my ethics work.</p> <p>Reference 2 - 1.77% Coverage</p> <p>and it definitely changes but every person has their own experience and like I said, it's what you make of it at the end of the day, you can choose what you want to do but it doesn't always work out, sometimes you get in a predicament maybe where you get retrenched or you don't get the job what you wanted, those things change over your career. I mean, I did a year or two</p>

Name	Files	References	Verbatim Evidence
			something different which I didn't, I did it but I didn't really like it but once again where you just have to stick it out until the next opportunity comes, you just have to make the best of it.
Description. Opportunism was reviewed as being aware of how different opportunities might lead to a different path.			
Sub-category dimensions	4	6	
Being aware of opportunities	2	3	
Different opportunities sometimes lead you to a better path	1	2	
Exciting to travel where the opportunities going to be a lot greater	1	1	
Theme 4: Learning and knowledge sharing	3	4	
Description. Data was reviewed in terms of continuous learning and knowledge sharing from exposure and richness of experience as motivation to take on global assignment.			
Sub-Category Dimensions			
Continuously Learning	2	2	Reference 1 - 0.62% Coverage and I think I said this previously, but I also want to be constantly learning. I don't want to be stagnated. So that is my motivation to take a global assignment.
Knowledge Sharing	1	2	Reference 2 - 0.26% Coverage

Name	Files	References	Verbatim Evidence
			and now because I've had that exposure wherever I may go I have that ... that richness of experience and exposure to tap into.

7.10.2 Data findings for RQ2

Table 7-13 Themes for RQ2

Name	Files	References	Verbatim Evidence
Expatriate - Assigned Expatriate	3	41	
Career development and talent management conversations	1	11	<p>Well I think the kind of way it works is you have your career development discussions with your leaders. You kind of share what your aspirations are (P8).</p> <p>Reference 2 - 0.28% Coverage</p> <p>And then will let you know if realistic or not and if they see that you got the potential and the performance to support it, they enable it.</p> <p>Reference 3 - 0.28% Coverage</p> <p>So, I've had very clear discussions in terms of what I wanted to do next and they saw that I could do it. So, they then supported that.</p> <p>Reference 4 - 0.74% Coverage</p> <p>So, the answer I gave you if you were in HR you would understand. So, if ... it's part of talent management really. Talent management we say as a people leader</p>

Name	Files	References	Verbatim Evidence
			<p>when you're managing people. So, you don't just manage them in their current job right. You have conversations with them as they perform to say yes you are doing well or these are areas for improvement.</p> <p>Reference 5 - 0.17% Coverage</p> <p>So, it is all part of talent management and talent development in any organisation.</p>
Assignment is the outcome of conversation	1	2	<p>So, what I'm saying is ... so the assignment was the outcome of those conversations right. Of talent management at work in an organisation (P8).</p> <p>Reference 2 - 0.21% Coverage</p> <p>I don't just decide no I want to go ... it's all part of developing people in jobs in the workspace (P8).</p>
Company support when opportunity avails	1	1	<p>Because I could have said yes, I want to do it, but the opportunity doesn't come, or they don't support it (P8).</p>
Two-way conversation	1	1	<p>Ja so it is not in isolation it takes both sides (P8).</p>
Sponsorship	1	1	<p>So, having had that conversation sometimes in companies ... companies will advertise jobs that anybody can apply wherever they are in the world. But in because it had the sponsorship, they were the ones who then came. Them knowing</p>

Name	Files	References	Verbatim Evidence
			my interest that I want to do more. I'm ready to do more. I want to go out then they were the ones who then said now there is this opportunity (P8).
Company takes care of everything – HRM and Organizational Support for Expatriates	1	9	This theme is discussed under theme 3 as responses were similar.
paperwork for international relocation	1	1	It is much easier because if I had to do it on my own then I would have to complete all the paperwork and getting entry (P1)
less time consuming	1	1	is much more different and it is much more time consuming than if the company assigns you to it (P1).
all immigration back and forth	1	1	Company takes care of everything. They organise the work permits, the Visa, your [0:06:45]. Tell you how many trips you allowed back home back and forth (P1).
contract and emergency	1	1	They put together a whole contract for you like in a case of an emergency the company takes that responsibility to fly you back to your home country if there is an emergency (P1).
family support in terms of risk and national disasters	1	1	Also, I was in Japan and they are prone to national disasters, so the company took the responsibility of ensuring me. They advised me that if I was in a national disaster, they took the responsibility of ensuring me that my family back home was looked after.

Name	Files	References	Verbatim Evidence
costly and difficult to do this as a SIE	1	1	If I had to do that on myself as a self-initiated expatriate those are the things I would have to think about and there is like many more things I would have to think about and it becomes very difficult and costly as well.
less stress about finding accommodation and a vehicle	1	1	Like also as a self-assigning expatriate you don't need to worry about accommodation, you don't need to worry about a car.
company bears the cost	1	1	Ja it's fine. But as a self-assigned I would have to find myself accommodation, get myself my own car. Pay for and get my own driver's licence. But as an assigned expat they do all that for you. The company bears that cost.
Expatriate - Self-initiated Expatriate (Nodes)	6	26	
Motives for leaving	5	20	
Assessing official factors and options that decide mobility as a SIE	2	9	So, it was self-initiated (P4). (P7). I was looking at option. There were a few options and when I looked at my options here, there aren't really in companies but what will impress somebody, if I'm having to look outside the country for work, I have to initiate it myself. Reference 3 - 0.52% Coverage

Name	Files	References	Verbatim Evidence
			<p data-bbox="882 331 2042 453">Well, look, I need to be able to get myself up so that I could work overseas first and that requires a lot of things, getting qualifications, getting work on this, you can't believe it (P7).</p> <p data-bbox="882 555 1323 592">Reference 4 - 0.47% Coverage</p> <p data-bbox="882 694 2042 815">The official that needs to happen, and only once that was in place could I look at considering alternatives of living as well as work and that's what I'm faced with now (P7).</p> <p data-bbox="882 917 1323 954">Reference 5 - 0.62% Coverage</p> <p data-bbox="882 1056 2042 1177">when I leave now for my next summer, northern summer, that's what I'm looking at and assessing, is it actually going to work? do I actually become an expat or not and only now am really qualified to make that assessment (P7).</p> <p data-bbox="882 1279 1323 1316">Reference 6 - 0.13% Coverage</p>

Name	Files	References	Verbatim Evidence
			<p>Until now, I've been getting myself qualified (P7).</p> <p>Reference 7 - 0.28% Coverage</p> <p>I make sure I'm self-assigned to an organisation who is contracting me or working with me legally (P7).</p> <p>Reference 8 - 0.07% Coverage</p> <p>I've got the work permit (P7).</p>
Opportunity offered after studying	1	3	<p>(P2). Reference 1 - 0.19% Coverage</p> <p>So, I was self-initiated expatriate when I went to go work there.</p> <p>Reference 2 - 0.17% Coverage. I just finished my studies, I got my first big corporate job</p> <p>Reference 3 - 0.28% Coverage</p>

Name	Files	References	Verbatim Evidence
			it was really the start of a career. At that point really wasn't sure what I was gonna end up doing (P2).
Grand Plan did not work out yet worked out in the end	1	3	<p>(P2). Reference 1 - 0.42% Coverage</p> <p>I had a grand five-year plan and it worked out that I didn't get my work permit and so I had to come back to South Africa, so, to be honest,</p> <p>Reference 2 - 0.36% Coverage</p> <p>I didn't really know, that is what all the South Africans did back then, we all went to the UK, we all did our two years there,</p> <p>Reference 3 - 0.43% Coverage</p> <p>the plan was to stay and get my British passport and as you know, it didn't work out that way which was fine in the end.</p>
Economic uncertainty	1	2	<p>I guess it would be self-initiated expatriate because I packed my bags and left on my own money (P6).</p> <p>Reference 2 - 0.38% Coverage</p> <p>went over there and started my own career so I'm guessing that falls under the definition of self-initiated (P6).</p>
Purely Intentional	1	2	we didn't think we'd learn much from the companies specifically by moving abroad (P5).

Name	Files	References	Verbatim Evidence
			<p>Reference 2 - 0.25% Coverage</p> <p>but rather more from the country itself and the people outside the company. So, yeah, purely intentional (P5).</p>
SIE work offered where a job role is identified	2	5	<p>(P5). Reference 1 - 0.31% Coverage</p> <p>It was self-initiated. So, we'd always been mildly looking at opportunities within our respective companies and we were pushing.</p> <p>Reference 2 - 0.08% Coverage</p> <p>Purely internal; purely internal.</p> <p>Reference 3 - 0.11% Coverage</p> <p>didn't think we'd be more financially well off</p> <p>Reference 4 - 0.24% Coverage</p> <p>by now because we deal even in our previous jobs, we deal a lot with people from all over the world.</p> <p>(P2). Reference 1 - 0.54% Coverage</p>

Name	Files	References	Verbatim Evidence
			we have self-initiated whereby you identify a role in another country and, you know, either we provide immigration support or maybe you have a European passport, we can transfer you as such.
<p>Home country or host country – Expatriate Identity and Global Citizenship</p> <p>Some participants interpreted this question from a practical perspective meaning the host country or home country in within which they work or was born in. Another perspective reflected from other participants was about host country and home country as adopting a new personal identity, another view was</p>	4	13	<p>(P1). My host country was Japan. Home country: South Africa.</p> <p>(P6). Reference 1 - 0.46% Coverage. I guess my home now yes. I mean we're planning to stay here both our children are American Citizens, so I guess yeah this is home now (P^).</p> <p>(P3). Reference 1 - 0.13% Coverage. Well, it depends how you define home country,</p> <p>Reference 2 - 0.17% Coverage. South Africa will always be my home country where I was born</p> <p>Reference 3 - 0.20% Coverage. the Netherlands as my host country where I live and function, everything.</p> <p>Reference 4 - 0.22% Coverage. maybe in ten or fifteen years I might have adopted both countries as home...</p> <p>Reference 5 - 0.66% Coverage. Yah, I think generally people see their home country or associate home country with where I was born, where I hold my passport, I don't know, host country is where I'm going to as a [inaudible 0:08:25.7] but then [inaudible 0:08:27.2].</p>

Name	Files	References	Verbatim Evidence
seeing themselves as global citizens.			<p>(P4). Reference 1 - 0.25% Coverage. If you want to know officially my home country because that is where my passport currently is from</p> <p>Reference 2 - 0.23% Coverage. But if you want to talk of my heart, where my home country is, my home country is the Netherlands.</p> <p>Reference 3 - 0.33% Coverage. I understand you were looking for the practical answer but at least for me, I think the practical answer is not the way that I identify myself.</p> <p>Reference 4 - 0.61% Coverage. people ask where are you from? And when people ask me that question, I look at them and I pause because if you ask me where I'm from, I'm from this world, I'm a global citizen. And that's not what people want to hear. People want to hear what country are you from.</p>
Expatriate permanent move	1	1	Refer to results and discussion for Research Question 4 as response patterns were similar
permanent move where people transfer permanently across	1	1	Refer to results and discussion for Research Question 4 as response patterns were similar

Table 7-14 Themes for RQ3 interview question 1

Name	Files	References
Accumulated career experience as an expatriate in the organization or business context	8	110
Theme 1: Expanded Repertoire of global competencies and scope of career experience	8	79
Scope of Experience and Technical Skills by Countries, business functions and length and breadth of sub-function	8	46
Realization of career	7	22
Transferable skills	1	1
Apply accumulative skills	1	1
Entrepreneurial skills - career progressed from simple developer to C-Level executive	1	1
Expanded repertoire in terms of global competencies - consulting, mergers and acquisitions, cross-culture training for expatriates and managers	1	1
Developed capability to adjust back to different cultures and communicate effectively	1	1
Having to reskilling and upskill in a new country - costly - short term is allowed and long term to reskill	1	1
Skills and experience are advantageous because you been through many learning curves to solve problems and make decisions	1	1

Name	Files	References
Expanded global scope of experience by working in multiple sectors and functions at regional level, country, continent and different countries	1	1
Upskill in a new country	1	1
Expanded scope from sub-region to continent to different sectors - lead to leadership across the region as well	1	1
Joined global design team working on strategy for recruitment	1	1
Theme 2: Culture Adjustment and different country changes	3	18
Culture shock and adapting to new country systems and processes	1	1
Theme 3: Global company standard procedures and performance management	1	6
Mentor	1	2
Verbatim Evidence:		
Reference 2 - 0.99% Coverage		
So, you wouldn't go to that ... you are given appointments with the mentor every three months and then the mentor would tell you okay do this if you want to achieve that. You are not doing this, you said you ... you put it all in plan and you were going to achieve this. You not achieving it what is the problem maybe I		

Name	Files	References
can help you?		
Theme 4: Global environment domain - country and organisation procedures	1	6

7.10.3 Data findings for RQ5

7.10.3.1 interview Q1

Table 7-15 Themes for interview Q1

Name	File	Reference	Verbatim Evidence
HRM Support of Expatriate Management	8	195	
Number of expatriates managed	8	32	
Theme 1: Expatriate Numbers Managed by work of HR Directly or Indirectly.			Reference 1 - 0.27% Coverage: I have never managed expats on assignments. That is more on the HR department; Reference 2 - 0.73% Coverage: We have an HR assigned to country expats and they would ensure that the expats are alright; Reference 1 - 0.25% Coverage: It could have been about maybe ten directly you know when I was probably an HR manager; Reference 1 - 0.89% Coverage, But at the times it was kind of like indirect you know where I was if I was working in another HR team I would have been looking at how they're managed right; Reference 1 - 0.33% Coverage: Yes, I do. So, now, I have between seventy and a hundred assignees that I manage.
Meaning. The numbers of expatriates managed were an indication about the extent of the expatriate function.	8	14	
Reflection. The researcher could have asked how many expatriates the subsidiary employ or the average count of expatriate population in each country for that company as an indication of the extent of the expatriate function as well as the types of expatriates.			
Theme 2: Expatriation and Career Risk	1	13	Reference 1 - 0.67% Coverage 1 7

Name	File	Reference	Verbatim Evidence
<p>Meaning – The data reviews the career Risks associated with choosing expatriate work for the expatriate and the company. There could be a mix of uncertain conditions to cause that assignment to be terminated. Companies and expatriates need to be well informed to identify associated career risks because well documented plans can fall through from reasons of business changes, expatriate not wanting to return, sponsor no longer working in the organization and then the job has terminated.</p>		1	<p>So that needs to happen but of course therefore sometimes the person who sponsored you and the HR etc. those people need to be still in the organization because sometimes these things are just based on personal your personal leadership in the moment right. A personal documented and well planned, that plan may fall through.</p> <p>Reference 2 - 0.22% Coverage, so those are some of the things that can happen you know to expats. Then you find you don't have a job (P8).</p> <p>Reference 4 - 0.80% Coverage, because business has changed right so maybe you would have gone at the time when the business was doing well but things have changed and then by the time you have finished an assignment you may look back. Some people don't want to return from expat assignments. So, this is another thing people don't want to return because life out there is maybe better right, and they've adjusted (P8).</p>
<p>Theme 3: Managed Teams on Assignment – Project Management</p> <p>Meaning – AE aspect of being expatriate requires understanding and competencies to manage projects</p>	1	4	<p>Reference 1 - 0.16% Coverage; Reference 4 - 1.07% Coverage</p> <p>Yes, teams I do manage. We travel with a group of people. Generally, when we go it's normally two to five people. It is not a big team.</p>

Name	File	Reference	Verbatim Evidence
and company goals as a senior manager in an overseas location.			<p data-bbox="1314 268 1760 300">Reference 2 - 0.35% Coverage</p> <p data-bbox="1314 336 2033 451">It depends who is the most senior person. The most senior person in that team would take the initiative to be the leader.</p> <p data-bbox="1314 499 1760 531">Reference 3 - 0.70% Coverage</p> <p data-bbox="1314 568 2033 762">90% of the time I was senior, so I would go with the group and then we'd take, lead the group basically in the right direction. Okay, we need to do this and this and today you need a plan and you need to achieve so much with that plan.</p>

7.10.3.2 Interview Q2

How long are the expatriate assignments (6 months or shorter, 1 year, 3 years or longer)? The theme results are presented below Table 7-16.

Table 7-16 Themes for interview Q2

Name	Files	References	Verbatim Evidence
Theme 1: Duration of expatriate assignment	7	24	
Meaning – The data reviews that expatriate assignments are also based on the duration of expatriate assignments – such as permanent moves, intent of the assignment, one to five year moves, short term assignments, etc.			
Sub-categories 1 - 5 year moves Intent of the Assignment	4	8	Reference 1 - 0.23% Coverage - So sometimes there are short-term assignments, and these can be anything from three months to six months to a year. Reference 2 - 0.20% Coverage - So it just really depends on what the need is. Either for the business or for the individual right (P8).

Name	Files	References	Verbatim Evidence
Short Term Assignment	3	8	References 4-5 - 0.30% Coverage
Permanent moves	5	6	<p>So, these ... so the short term I think is three months to one year. Then I think long-term starts from one year. It is usually about three years. Reference 6 - 0.16% Coverage - Other organizations maybe find the development organizations can do four years. Reference 7 - 0.21% Coverage. ja I think it depends on the level. But I think maybe three months to three years is a good range. Reference 2 - 0.17% Coverage - So the long-term expat's assignments are two years or more. Reference 3 - 0.30% Coverage - the short-term is normally, it can be a week to a month depending on the project you are working on.</p> <p>Reference 4 - 0.16% Coverage</p> <p>Two years, two to four years it can be because you have.</p> <p>Reference 5 - 0.32% Coverage - countries give you a work permit as an expat for up to four years. Then after four years you need to return.</p> <p>References 2-3 - 0.39% Coverage - There's always...so three years is the average or the most common. You get six months which is those ones who come in for a specific purpose on a project.</p> <p>Reference 4 - 0.41% Coverage</p>
	1	1	

Name	Files	References	Verbatim Evidence
			<p>You get one year sometimes; you get two years sometimes. Sometimes you get longer than three years. Sometimes, you know, it gets extended, but three years is the average. Reference 2 - 0.28% Coverage - So I had management responsibilities with team members from different countries.</p> <p>Reference 1 - 0.29% Coverage</p> <p>It can be anything between three months and five years. So, it depends on the intent of the assignment. Reference 2 - 0.20% Coverage - they normally project assignments are between three months and two years. References 3-4 - 0.86% Coverage - then you have a corporate assignment or skills transfer assignment which are non-projects, so that's internal, it can be anything from one year to five years, your permanent moves are a once off because it's a one way, so, yeah, its different types.</p>

7.10.3.3 Interview Q3

Table 7-17 Themes for interview Q3

Name	Files	References	Verbatim Evidence
Procedures to assist expatriates and their families	8	56	
<p>Theme 1 – AE: Assigned HR support in host country for AE</p> <p>Meaning – AE are provided with a full spectrum of support regarding benefits support for living in a new country / host country through an assigned HR mobility department. Support benefits for AE was described in terms of AE package, family support for school fees, assist spouse to socially adjust however in some cases spouses not allowed to work. Support was also mentioned to include assistance to subsidize a vehicle, tax assistance, social security, medical aid, renew permits and flight arrangements.</p>			

Name	Files	References	Verbatim Evidence
<p><u>Sub-categories - AE Views</u></p> <p>AE spouse not allowed to work</p>	<p>5</p> <p>1</p>	<p>27</p> <p>7</p>	<p>Reference 1 - 0.14% Coverage</p> <p>They do that bit and the mobility function they would move the expat</p> <p>Reference 1 - 1.02% Coverage</p> <p>the HR person from the home country contacts the company, in example Netherlands, and tells them that they are sending somebody over to work as an expat for so many years. Please assist them with accommodation, a car, help them get their driver's license if that person wants to ... if the person has family then also finding schools for their children. Reference 2 - 0.39% Coverage, so finding like social groups where the spouses can join so they are not bored during the day and they have things to do as well.</p> <p>Reference 1 - 0.39% Coverage</p> <p>They will also find a place for you to live in that's close to work and they will pay for that for at least, you know, a period until you find your feet. Reference 3 - 0.33% Coverage - If you have children, they will put them up in the best school in the local area and subsidize that as</p>

Name	Files	References	Verbatim Evidence
<p>Assigned HR Support in the Host Country</p> <p>Assigned Expatriate Package</p> <p>Assignment Cost Testament</p>	<p>4</p> <p>1</p> <p>1</p>	<p>7</p> <p>5</p> <p>4</p>	<p>well. The benefits are vast.</p> <p>Reference 2 - 0.85% Coverage</p> <p>Then if he decides to take it, we will initiate his immigration support, we will assist them with the actual move if he requires shipping or storage, flights, we will assist them in looking for a house, help them find a school if necessary, sign leases, board him in the host country or host office. Reference 3 - 0.55% Coverage - then in the background, do all the needful things like inform the payrolls about changes, cancel social security, activate social security like medical aid, depending on the country combination. Reference 4 - 0.34% Coverage - Also, as part of it, we will assist them with tax returns on an annual basis in both countries but it's a complex thing.</p> <p>Reference 3 - 0.46% Coverage</p> <p>But of course, they would, they will just get normal HR support. They may be 40 months; they help to settle and as things go along so they would just kind of managed as an employee. You know based on their circumstances.</p>

Name	Files	References	Verbatim Evidence
Family Support	2	2	
Themes 2 – SIE: Minimal HR support for SIE			
<p>Meaning – The data reviews that HR support and mobility for SIE was much more minimal, these SIE arrange their own accommodation, cargo to another country, rely on own network to assist, start-up company's do not have full HR team, work is not certain after contract.</p> <p>Reflection – the researcher could have asked more details about what benefits are offered in the SIE contract. Could the company consider offering less pay and thereby provide access to other forms of benefit for SIE.</p>			
<u>In Vivo - Sub-categories for SIE Views</u>	5	20	
Difficult to arrange and organize your life in another country	3	6	
Relied on networks I knew	2	5	

Name	Files	References	Verbatim Evidence
Minimal Support for SIE	3	4	
A need to understand support for SIE	1	2	
Start Up Did not a full HR Team	1	1	
as a SIE it would be grateful if somebody could arrange my air-tickets and bookings and getting cargo across there and I did not have to do that	1	1	
don't want to be planning dates and flights and alternative flights, although the agent can do that it's costly	1	1	
HRM Function for Expatriates			1 3
Work not certain after contract expires			1 3
Theme 3: Family maladjustment			
Meaning – the data reviews that family maladjustment can negatively impact the outcome and output of a good assignment.			
Sub-category of Code			
Negative outcome due to family maladjustment			1 2
Verbatim Evidence - Reference 1 - 0.95% Coverage			
It's a person's life and normally the family has a big impact, it impacts the family			

Name	Files	References	Verbatim Evidence
<p>also. So, if the person is not adaptable, it doesn't always work out. You can have a skills match to say okay, this guy is a great project manager but if his family moves, then his family is not happy, then his time on assignments is going to be a flop. Reference 2 - 0.77% Coverage - then it's costing the business so much money and then the person is unhappy, and we don't get a good output, we don't get justification for moving that skill and getting good feedback and a good assignment for that person.</p>			

7.10.3.4 Interview Q4

Table 7-18 Themes for interview Q4

Name	Files	References	Verbatim Evidence
What have expatriates done when they were offered new assignments?	7	34	
Theme 1: Skills, capabilities and willingness to take on new assignments	7	22	
Meaning – Data reviewed that employer-employee expectations needs to be aligned and well-informed decisions to take on new assignments such as the candidate having the relevant skills, capabilities and willingness to take on new assignments.			
<u>Sub-categories</u> Skills, capabilities and Willingness to take on new projects	4	6	Reference 2 - 0.99% Coverage guess it would have to do with your track record, if you are good at your job and the business can, it works well for the business to use you as a resource and on the other hand, you're willing to take on new assignments, it's a win-win for both organization and the employee but yeah, it depends on what your business is and what industry you work.

Annexure 7.8

Name	Files	References	Verbatim Evidence
			<p>Reference 1 - 0.24% Coverage - If the individual is happy to continue and then in a different location is up to them to review and decide.</p> <p>Reference 2 - 0.98% Coverage - So, it's important that as an organization you have these mechanisms in place to first support an expat and then in case things go wrong, whether it's a performance issue, whether it's something that's the employer's fault that you can handle these different situations.</p> <p>Reference 1 - 0.54% Coverage - Ja but with us before we go on an expat, we go on a six-month training course because we went to Japan we had to learn to read, write and speak Japanese and then write an entrance exam.</p> <p>Reference 2 - 1.57% Coverage - So before they accepted us into the country, we had to write an international language exam to say that we understand because Japan is mostly Japanese speaking. They speak English but they are a very shy people they won't speak back to you in English or they pretend they don't understand you. So, if you are going to Japan you need to learn the language. Need to learn to read, write and speak it. Most of your documents once you are there are also in Japanese. So that is some of the things that we do before we go on assignments.</p> <p>Reference 1 - 1.99% Coverage - Really, I mean I can only speak for myself and you know those new assignments for me was (a) moving to a brand-new country or the opportunity to move to a different state in the US. So, I only know from personal experience, but you know you must make sure</p>

Annexure 7.8

Name	Files	References	Verbatim Evidence
			<p>that somewhere where you want to live and that it's going to be right for you and your family. So, there is a lot of kind of thought and decision that goes when you get offered a new assignment to make sure that it is not only now, but it will help you with career growth and will help with your family life and the future.</p> <p>Reference 1 - 0.98% Coverage - even if you're an expatriate in a certain country and you want to switch jobs you know; you must make sure that you understand the employment laws and the requirements. So, you really have to kind of plan a lot more than if you're a local. Yes, because the implications are much greater.</p> <p>Reference 1 - 0.26% Coverage - It means making sure that once I'm there, I'm a legal resident. So, that have visas in place</p> <p>Reference 2 - 0.99% Coverage</p> <p>I don't do that myself, I presume I do it again but I presume the people who is going to hopefully employ me will help me put together any visas required for residency there in the States apart from my visitors visas but if I'm going to be staying there and working more than a couple of weeks, then I need to know a bit more about what I'm doing.</p>
Process mechanisms in place to support expatriates	3	5	
Meet prerequisites for training and language prior to taking on assignments	2	3	

Name	Files	References	Verbatim Evidence
Well thought out decisions to take on new assignments	2	3	
Offer Study Support	1	2	
Open Mindedness	1	1	
Host Country Support	1	2	
<p>Theme 2: Health and Safety Factors</p> <p>Meaning – The data reviews that external and physical factors can influence the output or outcome of expatriate assignments. For example, hot climates and the person unable to cope, extreme political pressure and then the expatriate must return home, physical ailments.</p>	1	3	<p>Reference 1 - 1.05% Coverage</p> <p>things that can influence is the person is not coping well with a different country. For instance, it could be too hot. People going to work in Abu Dhabi or Dubai, its hot for them so they're slow to responding to things which could influence their work output or productivity and managers could be they're not doing their tasks and it could become a performance issue.</p> <p>Reference 2 - 1.04% Coverage - The second one I had recently is where you work in a country where there is extreme political pressure, so, for instance in Zimbabwe, we had that coup that happened earlier this year or last year with the elections, we had people in Zimbabwe and we had to make sure we had a plan to be able to get people out in case we had to. so, it can be a safety, political issue.</p> <p>Reference 3 - 0.64% Coverage - It could be a physical where somebody gets ill, we have had people who become very ill and it's not that the medical coverage wasn't good enough, they just referred to go home and</p>

Name	Files	References	Verbatim Evidence
			have their medication or treatment back home.
Theme 3: Expatriate contract. Expatriate work is not certain when the contract is over.	2	3	Reference 1 - 0.37% Coverage So, the difficult thing about being an expatriate is that when your contract is over, you very rarely 100% sure that you're going to get a job secured. Reference 2 - 0.16% Coverage - they're not guaranteed the next job at the end of their contract.
Theme 4: Cancelled assignment as they were about to leave.	1	2	Reference 1 - 0.40% Coverage - No I haven't come across any in my experience. The expat I don't know anybody that has terminated their assignment when they were sent Reference 2 - 0.35% Coverage - but I know of people where they were about to leave and then they decided no it's not for them and they cancelled.
Theme 5: Equality of Assignments. Meaning – Expatriate assignments should be set-up on the basis of equal opportunities.	1	1	Reference 1 - 0.79% Coverage It's important when you set up assignments and let's say it's for a project, it's very important that there are an equality and people are given the same right because if one, people always talk, so if one person gets this and the other person doesn't, it doesn't go well.

7.10.3.5 Interview Q5

Table 7-19 Themes for interview Q5

Name	Files	References	Verbatim Evidence
How Does Foreign Assignment Align with Career Development of Expatriates	8	35	
<p>Theme 1: Progression to more senior levels in the hierarchy structure of the company and leadership opportunities</p> <p>Meaning – Long term expatriate assignments has had positive outcomes for career progression for AE towards senior levels in the structure of the company and leadership opportunities for localized SIE.</p> <p><u>Sub-Categories</u></p>	3	5	<p>Reference 1 - 0.22% Coverage - It fast tracks you to promotions to reach more senior level quicker.</p> <p>Reference 2 - 0.44% Coverage - So when you leave your home country you go there and when you come back and within a two-year period. So, you leave on a platform, a certain hierarchy.</p> <p>Reference 3 - 0.60% Coverage - then on your assignment you need to come back in two years you should reach the next level in the structure of the company.</p> <p>Reference 1 - 0.89% Coverage - You know within America the only reason it kind of aligned with my career development was because they wanted me local to lead the entire engineering team which would have led to more leadership opportunities for myself and that is why I decided to make that move.</p>

Name	Files	References	Verbatim Evidence
Hierarchy structure level	2	4	
Leadership Opportunities	1	1	
<p>Theme 1: Career goals aligned with organization</p> <p>Meaning – Career goals need to be aligned with what a person wants to do and what opportunities are presented to them with how they want to grow their career. Performance review is part of the review process that global organization undertake to meet international goals and objectives. International assignments and projects vary by sectors and industries.</p>	3	11	<p>Reference 1 - 0.15% Coverage - Yes everything is aligned to what the person wants to do. Reference 2 - 0.31% Coverage - What opportunities that is presented to them and the assumption is that when somebody agrees it is aligned with how they want to grow their career.</p> <p>Reference 2 - 0.29% Coverage</p> <p>So, yes, every expatriate will have a longer-term plan and a career development plan within the company they're going to.</p> <p>Reference 1 - 0.34% Coverage</p> <p>Part of our performance review has to do about international involvement and activities abroad. Reference 2 - 0.58% Coverage - so for us an indication in international assignments could be something like a semester teaching abroad for example or collaborate of research project where you spend some time doing research in another country.</p> <p>Reference 3 - 0.16% Coverage - of course in a virtual research could also be a possibility. Reference 4 - 0.59% Coverage - but also something like just participating in international week and going to teach or consult at the, in another country, that</p>

Name	Files	References	Verbatim Evidence
<p>Longer Term Plan and Career Development</p> <p>Performance Review of International Assignment and Projects in different sectors varies</p>	<p>2</p> <p>1</p>	<p>6</p> <p>5</p>	<p>would also consider but it is aligned with your career development goals.</p> <p>Reference 5 - 0.32% Coverage - and you have to achieve a number of international hours per year in order to, yah, to gain your performance goals.</p>
<p>Theme 2: Foreign assignment and career development of expatriates</p> <p>Meaning – The data reviews that expatriates who worked on foreign assignments are very experienced in the company. They have developed a skillset that can be harnessed at global levels, so it puts the company in a position to bring in the best talent through their pockets of</p>	<p>3</p>	<p>12</p>	<p>Reference 1 - 0.14% Coverage</p> <p>Remember expatriates are very experienced within the company.</p> <p>Reference 2 - 0.23% Coverage - so they will develop those expatriates and try and wring as much out of them as possible.</p> <p>Reference 3 - 0.19% Coverage - Yes. So, I think what they'll find is there's a lot of cross pollination.</p> <p>Reference 4 - 1.00% Coverage - For example, you have a problem with planning, so you will bring in someone from</p>

Name	Files	References	Verbatim Evidence
<p>excellence. Another outcome according to the review was global skills transfer which means that the expatriate can apply the skills in another role in a different country location. Career development also imply being placed in a different market to learn how things are done or gain clients and give back to the business. Different location and exposure and same skills apply. Assignments was also viewed to be for the purpose of project assignment and need for the business, therefore not a must for promotion but more the need for the project.</p> <p><u>Sub-categories</u></p>			<p>Japan. You have a problem with mechanical engineering you will bring in someone from Germany; for sales you would bring in someone from, you know, America. That sort of thing. So, the great thing about MMCs is that they harness the power of their global structure by bringing in the best talent they have from pockets of excellence.</p> <p>Reference 1 - 0.50% Coverage</p> <p>Yes, it did when I moved to US because I had to start dealing with at very much more a global level and I wanted that as part of my career skill set.</p> <p>Reference 1 - 0.79% Coverage</p> <p>So, we would support, first of all, by identifying what type of assignment is, so, what is the need of the business, why do they need this expatriate to go on assignment, based on that, we would put together an assignment cost testament based on the particular assignment policy</p> <p>Reference 2 - 0.41% Coverage</p> <p>So, I would say it is not a must for you to get promoted to be</p>

Name	Files	References	Verbatim Evidence
			<p>on assignment. So, you don't have to be on assignment to be able to be promoted.</p> <p>Reference 3 - 0.70% Coverage</p> <p>sometimes a good career development way of doing that is to put somebody on assignments so that he can be exposed to a different area in the world, so, instead of doing things just in the US, you go and look and see how things are done in Africa,</p> <p>Reference 4 - 0.60% Coverage</p> <p>it's a good way to expose yourself so you can have more experiences, so that you can think differently about things, so it will drive you to hopefully get more clients and therefore give back to the organisation.</p> <p>Reference 5 - 0.23% Coverage</p> <p>I won't say it's a must, but I think it's a good way of developing your career.</p>

Name	Files	References	Verbatim Evidence
			<p>Reference 6 - 1.55% Coverage</p> <p>Yes. Once again, it all depends on how the project is set up. if we're going to have, let's say we do a pipe for a mine, once we finish building the pipe, its finished, the client is going to stop paying. So, then the person will demobilise from that project and then the resource manager or somebody hopefully within is department will have privy to either similar types of projects whereby he maybe has a particular skill and then he can apply for that role. Or if he can be identified by a project manager to say yes, I will take him.</p> <p>Reference 7 - 0.26% Coverage</p> <p>It might be in different places, but it would be the same skill that is going to be used.</p>
<u>Sub-themes</u>			
Harness the power of their global structure, cross-pollination and bring in the best talent from pockets of excellence	1	4	
Global Skills Transfer	2	3	

Name	Files	References	Verbatim Evidence
Career Development through placement and exposure in a different market	1	3	
Not a must requirement for promotion	1	1	
Type of Assignment and Need of Business	1	1	
<p>Theme 3: SIE navigate their own career progression</p> <p>Meaning – The data reviews that Self-initiated expatriates navigate their own career progression as they actively seek out future possible opportunities. The negative being that there were no drastic career development opportunities for SIE in the company as they continue with the same tasks over and over.</p> <p>Reflection – Difference between career development and leadership opportunities.</p>	3	6	<p>Reference 1 - 0.41% Coverage</p> <p>that is at my own initiative. I don't have a human resources manager saying, I think you need to go work in this division now because this will help you develop these skills.</p> <p>Reference 2 - 0.46% Coverage</p> <p>No, when you're a self-motivated expatriate then you see the opportunities and you think yes, I can do that because I can bring this value, but I can also learn this new skill set or expand my skills.</p> <p>Reference 3 - 0.33% Coverage</p>

Name	Files	References	Verbatim Evidence
			<p>I think that there are incredible career development opportunities, but you must be on the lookout for them as a self-motivated expatriate.</p> <p>Reference 1 - 1.77% Coverage</p> <p>I would say no within our organisation. I mean really those people are at the level where it is just giving them an opportunity to work on project. I don't think any of the projects would have been something that is really growing their skills. You know obviously there is a bit of growth as you continue to do the same task over and over again, but you know I don't think it was any drastic you know career development opportunities for some of the expatriates in our organisation.</p> <p>Reference 1 - 0.70% Coverage</p> <p>I'm just trying to think of South Africa who is flying as part time survey pilots, they actually found that it took out of the local market and they didn't like it, they left out in charters or work because they were now flying outside the country.</p>
Being open to new opportunities	1	3	
Less opportunities for career Development	3	3	

7.6.1 Data findings for RQ6

7.10.3.6 Interview Q1

Table 7-20 Themes for interview Q1

Name	Files	References	Verbatim Evidence			
RQ 6_Differentiation and Interrelationship	8	141				
Interview Question - What Do You Do Differently to Enhance Your Career	8	81				
Theme 1: Career Vision and learn through upskill	7	37				
<p>Meaning – Expatriates differentiate their career progression through having a career vision and calibrate the interest or lifelong passion with proactive goals and career optional plans, by identifying and observing opportunities at the right time and the deciding factors for choice of employer. Expatriates career capital was perceived to be enhanced between the link from career opportunities, the career social link mindset and the values expatriates bring to a company. Relative in the data review was that career success can be linked to job satisfaction, i.e., doing work they enjoy and the work environment. Interrelationship could also account for credibility and trustworthiness. Differentiation occur through continuously upskilling to remain relevant and two-way learning.</p> <p><u>Sub-Themes:</u></p> <table border="1" data-bbox="224 1165 1142 1340"> <tr> <td>Career Vision or Plan</td> <td>4</td> <td>11</td> </tr> </table> <p>Reference 1 - 0.21% Coverage</p> <p>You've got to have a plan of where you want to go, and you might calibrate that as you go along right.</p>				Career Vision or Plan	4	11
Career Vision or Plan	4	11				

Name	Files	References	Verbatim Evidence
			<p>Reference 2 - 0.07% Coverage- Depending on how things pan out.</p> <p>Reference 2 - 0.22% Coverage - they put actions and procedures in place to reach that plan or that goals.</p> <p>Reference 3 - 0.38% Coverage - So it is somebody who has goals and they understand what they need to achieve to reach that goal and they put a plan in place.</p> <p>Reference 4 - 0.17% Coverage - they know how to handle the best to achieve their goal.</p>
Deciding the right choices	1	1	<p>Reference 1 - 0.36% Coverage -</p> <p>more about the choices I make for the...the choices I make about which company I work for and...</p>
Observe Opportunities	2	8	<p>Reference 1 - 0.25% Coverage - but because we are so labour intense we are not as automated as the other countries.</p> <p>Reference 2 - 0.20% Coverage - We can't see that and sometimes that is a benefit so I can see that.</p> <p>Reference 2 - 0.38% Coverage -</p> <p>So, don't just respond to anybody who comes knocking because again if you express interest in something that is not part of your plan you don't present yourself well in a convincing manner. Reference 6 - 0.11% Coverage</p>

Name	Files	References	Verbatim Evidence
career	5	7	So yes, you've got to look at both external and internal.
career opportunities and social link	1	1	Reference 1 - 0.41% Coverage - To enhance your career and have those career opportunities is that social you know link and that is important.
negative perception of networking for the sake of career progression	1	1	Reference 1 - 0.60% Coverage - Networking for the sake of climbing up the corporate ladder or networking for sake of career progression or career capitalism, that sort of disingenuousness I keep away from.
career plan with options	1	1	Reference 5 - 0.37% Coverage We need to have multiple options, but you need to be quite intentional and very clear about what it is you want and what you don't want and the timing of some of these things.
career link and value, you bring to the company	1	1	Reference 1 - 0.40% Coverage - make a career link between the value you bring to the company and, and the input as well, the effect it will have
career ability or credibility as in trustworthiness	1	1	Reference 1 - 0.20% Coverage

Name	Files	References	Verbatim Evidence
Job satisfaction and success means doing work you enjoy and the work environment	1	4	<p>I think if you said career ability or credibility as in trustworthiness?</p> <p>Reference 1 - 0.57% Coverage -</p> <p>That's such a broad question. For me, career success means that I am happy to go to work and for me to be happy to go to work means I have a healthy, you know, a healthy...well, firstly that I enjoy my job; I enjoy my working environment.</p> <p>Reference 3 - 0.80% Coverage -</p> <p>So, you have to have fun with what you're doing; whatever it is you're doing. You aren't always going to have a fun day, but I think if you enjoy what you're doing you find yourself being successful at it. You also find that people reciprocate and enjoy working with you and enjoy helping you and so that's how I always found success.</p>
Upskill and know the industry to remain relevant and current	4	4	<p>Reference 1 - 0.29% Coverage -</p> <p>you know keeping up to date with the latest trends and technologies is one.</p> <p>Reference 1 - 0.42% Coverage - Second, know what's happening in the industry and within your area, to know if there is changes if you need to learn new things.</p> <p>Reference 1 - 0.57% Coverage - By not doing my recency exams, not getting myself instrument rated, all those things. To be a successful capitalist, you must make sure you're on top of your game</p>

Name	Files	References	Verbatim Evidence
Two-way Learning			all the time, every single flight.
	1	3	Reference 1 - 0.37% Coverage - So they are also learning continuously from us. They also like learn about the pitfalls of ... example we are being too unionized Reference 2 - 0.41% Coverage they understand from us what implications are for a country that is very unionized, and they can put that, and they can put that into practice. Reference 3 - 0.72% Coverage - Lots of countries like India was not unionized but now they also getting very unionized and they keep I know that they keep preparing that so they can contact our HR department to find out how to handle it. So, they can learn from us as well.
	1	1	Reference 1 - 0.16% Coverage - Somebody that knows their strengths and their weaknesses.
Learn your strengths and weaknesses	1	1	
Theme 2: Skills, competencies and proven capabilities	8	18	

Name	Files	References	Verbatim Evidence
<p>Meaning – The data reviewed that expatriate work skills require an understanding of skills relative to self-awareness, being influential, social mentor skills, internal skills and soft skills. Skills competencies were mentioned to be achieved through defined set of work goals that are actionable. Data reviews about proven capabilities in terms of proven leadership and mentor capabilities.</p>			
<p><u>Sub-Themes:</u></p>			
<p>Self-Awareness</p>	<p>5</p>	<p>5</p>	<p>Reference 1 - 0.24% Coverage</p> <p>So, whenever they call me, I'm aware of that and can implement that here as well.</p> <p>Reference 1 - 0.09% Coverage</p> <p>third thing is being self-aware.</p> <p>Reference 1 - 0.21% Coverage</p> <p>they invest in themselves, lifelong learners who are not afraid to take work.</p> <p>Reference 1 - 0.84% Coverage</p> <p>I think that part of what makes me who I am is my ability to live in this ambiguity because if you find yourself in a different culture, there are lots of ambiguities and you can either really embrace that and that can help you go further that you can live in these ambiguities or you need this very clear like things are all really black and white and yes okay.</p>

Name	Files	References	Verbatim Evidence
Influential	2	4	<p>Reference 1 - 0.52% Coverage</p> <p>If you're able to back up your talk and you're able to talk the talk, that's the difference between relationships and skills, then you know, you're going to be climbing up the ladder as far and as high as you want.</p> <p>Reference 1 - 0.19% Coverage</p> <p>I think they're excellent networkers who know how to sell themselves</p> <p>Reference 2 - 0.14% Coverage</p> <p>communicate their skills and monetize their skills</p> <p>Reference 3 - 0.42% Coverage</p> <p>And yah, somebody who, who is able to secure jobs or, or yah job opportunities in different sectors that build on each other.</p>
<i>Social and mentor skills and soft skills</i>	3	4	Reference 1 - 0.39% Coverage
firstly skills	1	1	So not only am I good at the skills that I have but also having those soft leadership kind of social mentor skills.
social mentor skills	1	1	
internal skills	1	1	References 1-2 - 0.37% Coverage
soft skills	1	1	you also have your abilities, your internal skills, the way you think, your soft skills and then you know you have your technical.

Name	Files	References	Verbatim Evidence
Goal orientated and being able to identify to improve on work processes that lack and are actionable	2	3	Reference 1 - 0.16% Coverage Because I know where I am and what I need to do, what opportunities where I am. Reference 2 - 0.42% Coverage I've also learnt lots of technical information that in my country we lack that skill where you can understand different technical processes.
Proven leadership and mentor capabilities	1	2	Reference 1 - 0.18% Coverage have myself proven as a leader and mentor of other's.
Theme 3: Values and capability	5	15	
Meaning – Values and professional integrity are underpinned by strong sense of responsibility, having realistic insights, trustworthiness and values coupled with the ability to maintain discipline.			
<u>Sub-Themes:</u>			
Sense of Responsibility	2	5	Reference 1 - 0.68% Coverage I would say it's somebody that takes responsibility for themselves and takes responsibility for their career, it's up to you ultimately. You can take instructions from your manager and do those things, but it doesn't mean you can do your job, Reference 2 - 0.71% Coverage do you want to go beyond that and learn something else and the

Name	Files	References	Verbatim Evidence
			<p>knowledge and so you must take responsibility for yourself and your own career and I think that's a big, once you come to that realisation, I think things will be easier for yourself.</p> <p>Reference 1 - 0.03% Coverage</p> <p>Responsibility</p> <p>Reference 2 - 0.33% Coverage</p> <p>Because what I mean with that is individuals are responsible, regardless of if they're in their home country or if they're in another country,</p> <p>Reference 3 - 0.19% Coverage</p> <p>you need to have personal responsibility and vision for what you want to accomplish</p>
Realistic insights	2	3	<p>Reference 1 - 0.05% Coverage</p> <p>I've got realistic insight</p> <p>Reference 1 - 0.23% Coverage</p> <p>It is very cutthroat place where everyone is trying to get business</p>
Credibility and Trustworthiness	1	3	<p>Reference 1 - 0.35% Coverage</p> <p>shows a certain point of your character and if you are professional and how you conduct yourself but it's not everything.</p>

Name	Files	References	Verbatim Evidence
			<p>Reference 2 - 0.67% Coverage</p> <p>So, I mean, that would be to be on time, to basically do as you will do. So, if you're going to tell people you're going to deliver on this day, you must deliver. I think if you said career ability or credibility as in trustworthiness?</p> <p>Reference 3 - 0.55% Coverage</p> <p>Okay. Sorry. It's being professional and I think it does go with that to be credible, to be trustworthy, that is I think a very important thing if you say you're going to do something, you do it.</p>
Values of a person combined with self-awareness and technical skills	1	2	<p>Reference 1 - 0.28% Coverage</p> <p>I think there is an element that makes up different variables and fundamentals that forms a person.</p> <p>Reference 2 - 0.37% Coverage</p> <p>you also have your abilities, your internal skills, the way you think, your soft skills and then you know you have your technical.</p>
Maintain Discipline and wellbeing in your work	1	2	<p>Reference 1 - 0.83% Coverage</p> <p>You sit every single day of your life because you're getting older and you cannot afford to lose your medical because that's losing your</p>

Name	Files	References	Verbatim Evidence
Theme 4: Understanding People and networks			<p>head, that's lifestyle change, you simply don't go binging, you simply do not have carbohydrates, you don't push yourself as a heart attack waiting to happen.</p> <p>Reference 2 - 0.77% Coverage</p> <p>That is the discipline that you have to maintain, and I would look for somebody with similar goals. If they call them and quite happy to go to Mozambique but want to spend the whole night at the bar and come to the airplane still blurry eyed, it's not going to happen again.</p>
	5	10	
<p>Meaning – Understanding people skills assists expatriates to become excellent networkers. Through people skills they able to build networks with different people in different countries. The term networking should be cautioned as it can be perceived disingenuously for one's career.</p>			
<i>networking</i>	2	2	
excellent networkers	1	1	<p>Reference 1 - 0.19% Coverage</p> <p>I think they're excellent networkers who know how to sell themselves.</p>
Networking for disingenuous reasons	1	1	<p>Reference 1 - 0.39% Coverage</p>

Name	Files	References	Verbatim Evidence
			So, yes, they're the two most important things, and then regarding networking, I really hate that term, because networking makes it sound like it's disingenuous.
<i>People and positive career minded networks</i>	2	2	Reference 1 - 0.28% Coverage
different people	1	1	also, I've been able to build up a network with lots of different people in different countries.
recruitment and knowing one's career story and vision	1	1	Reference 1 - 0.28% Coverage You know because in recruitment we head hunt people and I was saying to him you need to know your story and where it is that you are headed.

7.10.3.7 Interview Q2

Table 7-21 Themes for interview Q2

Name	Files	References	Verbatim Evidence
Top 3 of importance to build your employability	7	55	
Theme 1: Career growth through learning agility, goals and career experiences	4	19	
Meaning – The data reviewed the importance of Learning Agility, specifically participants mentioned two-way learning to achieve career growth and career goals. Career experiences changes from company to company, from the job and from person to person.			
Learning Agility	3	9	<p>Reference 1 - 0.16% Coverage</p> <p>In today's economy you've got to be ... you have got to have learning agility.</p> <p>Reference 2 - 0.21% Coverage</p> <p>what served you well to get you to where you are today won't necessarily serve you will for the future</p> <p>Reference 1 - 0.85% Coverage</p> <p>I think for me staying ahead of my game, making sure that my research remains cutting edge on everything, writing a</p>

Name	Files	References	Verbatim Evidence
			<p>book for example wouldn't hurt, running, consulting projects, I've high profile, yah, aligning with critical thinkers in the field, getting myself invited as a key note speaker for example.</p> <p>Reference 2 - 0.40% Coverage</p> <p>for me personally being quite a creative type I need to learn to be more focused in my activities at times because also I get all over the place</p> <p>Reference 3 - 0.33% Coverage</p> <p>But I also have a colleague who has just a textbook and she's like incredibly commercial and an incredible, let me get</p> <p>Reference 4 - 0.22% Coverage</p> <p>And I'm not there at this phase of my life but I am learning from her because</p> <p>Reference 5 - 0.30% Coverage</p> <p>But I'm not always capable of selling myself effectively and that yah, I need in or to continue growing...</p>

Name	Files	References	Verbatim Evidence
Two-way learning			Reference 6 - 0.06% Coverage And invest some time.
	1	2	
Career progression being interrelated to successfully achieving work task goals with realistic action	2	6	<p>Reference 1 - 0.29% Coverage</p> <p>know where I want to be, know how I'm going to get there and know why I want to get there.</p> <p>Reference 2 - 0.27% Coverage</p> <p>Ja like I know I want to be now in a more senior management because I'm in middle management.</p> <p>Reference 3 - 0.41% Coverage</p> <p>I know that to reach that senior management position I need to show or take on projects that I know that I could lead and lead successfully.</p> <p>Reference 4 - 0.49% Coverage</p> <p>So, an example of that is I currently taken on a project where I know challenge parts that we've got overseas, and I also look at parts that we currently buying overseas.</p>

Name	Files	References	Verbatim Evidence
			<p>Reference 5 - 0.60% Coverage</p> <p>How we can improve it and make it locally at a better cost or costs competitive. And myself according to my senior management we are avoiding forex on those parts and we are creating jobs in South Africa.</p> <p>Reference 1 - 0.29% Coverage</p> <p>When you talk about capital or career capital, it's to build toward your end goal of where it is you want to be, yeah.</p>
Career experience change with company to job to person	1	4	<p>Reference 1 - 0.55% Coverage</p> <p>I'm learning that in South Africa what I'd experienced with, that experience was primary, primary, primary requirement and that maybe education was less important, and I don't mean that as completely black and white statements.</p> <p>Reference 2 - 0.14% Coverage</p> <p>it changes company to company, job to job, person to person</p> <p>Reference 3 - 0.20% Coverage</p> <p>but I think if I were to give one the edge, it would be experience then education</p>

Name	Files	References	Verbatim Evidence
			<p>Reference 4 - 0.71% Coverage</p> <p>So, you need a minimum level, and then you need a minimum level of qualification, and the third thing I guess would be industry experience itself. So, more than just time in job or time in business, but time in the organization that you're trying to aspire to, because everyone has an end goal.</p>
<p>Theme 2: Continuous Learning to be aligned with current and future work/industry/market related trends. Job experience being aligned with recency of skills</p>	<p>5</p>	<p>16</p>	
<p>Meaning – Continuous learning requires an alignment between continuously learning on the job in balance with continuing to be current with career related skillsets, knowledge and industry trends – skills, experience and knowledge.</p>			
			<p>Reference 1 - 0.25% Coverage</p> <p>So, you always got to be continuously learning so just learning on the job. Stay into what is happening out there.</p> <p>Reference 1 - 0.66% Coverage</p> <p>what I'm seeing here in Europe is that the MBA is as</p>

Name	Files	References	Verbatim Evidence
			<p>important as experience. So, now for the first time I'm considering doing an MBA when I thought I'd never really need one or want one before, yeah.</p> <p>Reference 2 - 0.09% Coverage</p> <p>So, it's experience, it's education.</p> <p>Reference 3 - 0.23% Coverage</p> <p>So, the MBA is a massive thing, and now it's no longer just an MBA, it's where's your MBA from</p> <p>Reference 1 - 0.24% Coverage</p> <p>Yeah if I had to break it down to three its current skills</p> <p>Reference 2 - 0.52% Coverage</p> <p>so, making sure as I said, and I've said it a few times making sure you are on the You know aligned with the trend of what is going on in the industry.</p> <p>Reference 3 - 0.07% Coverage</p> <p>Knowledge, skills, experience</p> <p>Reference 1 - 0.17% Coverage</p>

Name	Files	References	Verbatim Evidence
Continuously learning to be aligned with recency of skills and work experience			<p>Your health because if you haven't got health, none of it.</p> <p>Reference 2 - 0.14% Coverage</p> <p>your skills and your recency, your qualifications</p>
	5	14	
Theme 3: Mentoring and Leadership Skills	2	2	
<p>Meaning – Data reviewed leadership skills to be interrelated to mentoring skills to show the ability to bring the right people together and not just seen as a single entity solely working on tasks.</p>			
mentoring skills	1	1	<p>Reference 1 - 0.86% Coverage</p> <p>And probably having you know leadership and mentoring skills, so you're seen as not just a single entity just working on tasks. Showing that you can actually bring the right people together, you can mentor them, you can help them with their career growth.</p>
leadership skills	1	1	<p>Reference 1 - 0.23% Coverage</p> <p>You know proving that you can, and you have those leadership skills.</p>

Name	Files	References	Verbatim Evidence
Theme 4: Knowing the value of your personal propositions and being commercial	4	12	
<p>Meaning – Data reviewed differentiation in terms of having personal-propositions and awareness of personal branding relative to having commercial astuteness about how people see you and how your profile yourself. Personal proposition correlates with ethical values of personal integrity. Being commercial differentiates how one establishes themselves as an expert in the field. Data examples of personal propositions mentioned were how strategic thinking improved the growth of a company, proven results, a negotiator, in terms of knowledge and experience has a lot to offer as an expert in the field.</p>			
Sub-Themes:			
Knowing one's Personal-Proposition and being Commercial in terms of personal branding	3	7	<p>Reference 1 - 0.32% Coverage you got to have a brand, a personal brand and a personal proposition right. So, in terms of you need to be able to say who am I and what value do I bring?</p> <p>Reference 1 - 0.42% Coverage I think having evidence of how your strategic thinking and input has resulted in the growth or the improvement of a company.</p> <p>Reference 2 - 0.66% Coverage</p>

Name	Files	References	Verbatim Evidence
			<p>I think having some proven results is good because anyone can always say hey, I'm in this strategic kind of department of the organisation but having something that you can actually have evidence.</p> <p>Reference 1 - 0.62% Coverage</p> <p>I think to be more commercial in how I sell myself because I'm not a very commercial person and I'm trying to establish myself as an expert in the field and I think I've yah, taken enough steps in the right direction...</p> <p>Reference 2 - 0.57% Coverage</p> <p>I also realise that if you want to build your business and your brand, your personal brand you need to be commercially in mind, and you need to build up how people see you and how you profile yourself...</p> <p>Reference 3 - 0.35% Coverage</p> <p>And then now just for the networking and the goodwill of other but also for media and your website and how you position yourself</p>

Name	Files	References	Verbatim Evidence
			<p>Reference 4 - 0.44% Coverage</p> <p>know sometimes it's okay to be a hard negotiator which I'm not always so good at. So, I think for me that's my barrier, is working on my commercial edge...</p>
Personal Integrity	1	3	<p>Reference 1 - 0.08% Coverage</p> <p>it's your personal integrity.</p> <p>Reference 2 - 0.50% Coverage</p> <p>No and the ability to say no when you have to and say yes, I can when you can. How you conduct your personal integrity, why you're doing things, you can take a chance</p> <p>Reference 3 - 1.11% Coverage</p> <p>keep in mind its dense attitude, sitting over seven thousand feet today, we're carrying three guys and their ammunition and lying to a dirt strip and this airplane has already got full fuel, I'm not going, and they say why, and you say let's sit down and do some graphs. If you were to lose an engine, I could not save you, I want to save you and my passengers, get you from here to home safely.</p>
Awareness of your capabilities	1	2	<p>Reference 1 - 0.51% Coverage</p>

Name	Files	References	Verbatim Evidence
			<p>a negotiator for example which I know many social also says women are not good at because we're, we tend to be relational and I don't really see the difference between and myself...</p> <p>Reference 2 - 0.42% Coverage</p> <p>To make them my career because I think my, in terms of knowledge, experience, those kinds of things I have a lot to offer as an expert in the field...</p>
Theme 5: Job dissatisfaction, Organizational Culture and Culture-Fit	2	3	
<p>Meaning – Data in this theme reviewed as job dissatisfaction and turnover. Organization and culture alignment and values were mentioned as key choices to a person being happy in a workplace and choosing that company to work for.</p>			
<p>Sub-Themes:</p>			
People won't stay in a job they not satisfied with any longer	1	1	<p>Reference 1 - 0.45% Coverage</p> <p>You know, if you're not enjoying the job, people won't do it anymore, as opposed to back in the day, whether you're enjoying the job or not, you stay at the company, you know what I mean?</p>

Name	Files	References	Verbatim Evidence
<p>Organization and culture alignment values are key to a person being happy in a workplace.</p> <p>Choices of workplaces and vice versa – individual choices impact companies and vice versa.</p>	<p>1</p> <p>1</p>	<p>2</p> <p>1</p>	<p>Reference 1 - 0.46% Coverage</p> <p>personality because what I know for sure, and I know this is like influenced by my own research, but understanding the culture of an organization and understanding if you can fit within that culture,</p> <p>Reference 2 - 0.73% Coverage</p> <p>if you have similar values to that organization is absolute key to someone's being happy and able to work in that place. And I think that very often people forget that they have a choice, that it is their choice, they are also choosing for that organization, it's not only that that organization is choosing them.</p>
Theme 6: Digital Capability	1	2	
<p>Meaning – This theme reviewed as embracing and living in the digital age. Digital capability is a needed skill as things are becoming digitized everywhere in our lives.</p>			
Sub-Themes:			
Digital Capability	1	2	<p>Reference 1 - 0.26% Coverage</p> <p>another one I would say is the capability we all need is the digital capability because we're now really in the digital</p>

Name	Files	References	Verbatim Evidence
			<p>revolution</p> <p>Reference 2 - 0.34% Coverage</p> <p>It is changing everything so in our lives everywhere even you know things are becoming digitized so whether we like it or not we've got to get into that mood of things.</p>
<p>Theme 7: Negative perceptions of career capital concept. Expatriate work roles and corporate roles need to be facilitated</p> <p>Meaning – Data about career capital concept was negatively perceived. However, the participant mentioned Life Capital and the expatriate job role which the researcher could reflect as wellbeing of expatriates.</p> <p><u>Sub-category:</u></p> <p>Expatriate work roles and corporate roles need to be facilitated</p>	1	2	<p>Reference 1 - 0.58% Coverage</p> <p>There isn't such a thing as pure career capital anymore. My opinion of course, in here it's all about life capital now as you call it, and the expatriate job, the expatriate role and the corporate roles that you do need to facilitate that,</p> <p>Reference 2 - 0.19% Coverage</p> <p>fewer and fewer people who are just, yeah, career capitalists these days.</p>

Table 7-22 New insights

Name	File	References	Verbatim Evidence
New Insights	1	2	
Meaning –			
Theme 1: Is expatriation sustainable or valuable for an organization in the future?			
Expatriation concept - is it sustainable or valuable in the future? Can the expatriate assignment also be viewed from what from success in terms of what is the objective?	1	1	<p>Reference 1 - 0.26% Coverage</p> <p>then see maybe even if this whole expatriation concept something that will ... that is sustainable or valuable in the future.</p> <p>Reference 1 - 1.43% Coverage</p> <p>But maybe I think with all of this I think you need to probably just look at the success of expat assignments. So, to say what is the objective, so you were asking me a lot from the part of the individual perspective but why would companies you know invest in expatriation and what is the success rate of that. So maybe that could be something else you could look at in the future and then see maybe even if this whole expatriation concept something that will ... that is sustainable or valuable in the future. Or maybe now if you look at how the world of work is becoming so virtual then</p>

Name	File	References	Verbatim Evidence
			the people need to uproot themselves or they can just contribute their skills from whoever they are.
Virtual work and Performance. If the world of work is becoming virtual then people need to uproot themselves or can they contribute their skills from where-ever they are?	1	1	Reference 1 - 0.37% Coverage Or maybe now if you look at how the world of work is becoming so virtual then the people need to uproot themselves or they can just contribute their skills from wherever they are.

7.11 Turnitin Report

Figure 5: Turnitin Report 1

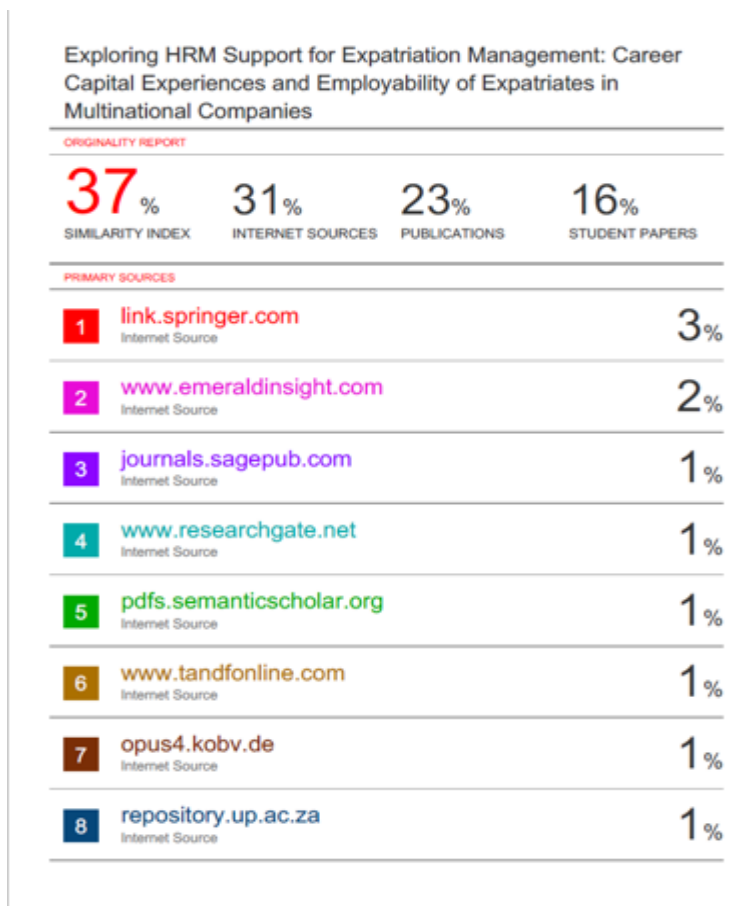


Figure 6: Turnitin Screenshot Revision 2

The screenshot displays the Turnitin Feedback Studio interface. At the top, the browser address bar shows the URL: `ev.turnitin.com/app/carta/en_us?student_user=18&=1&u=1063037463&lang=en_us&=1515465089`. The page title is "Asheena Singh Exploring HRM Support for Expatriation Management: Career Capital Experiences and Employability of Expatriates in Multinational Companies".

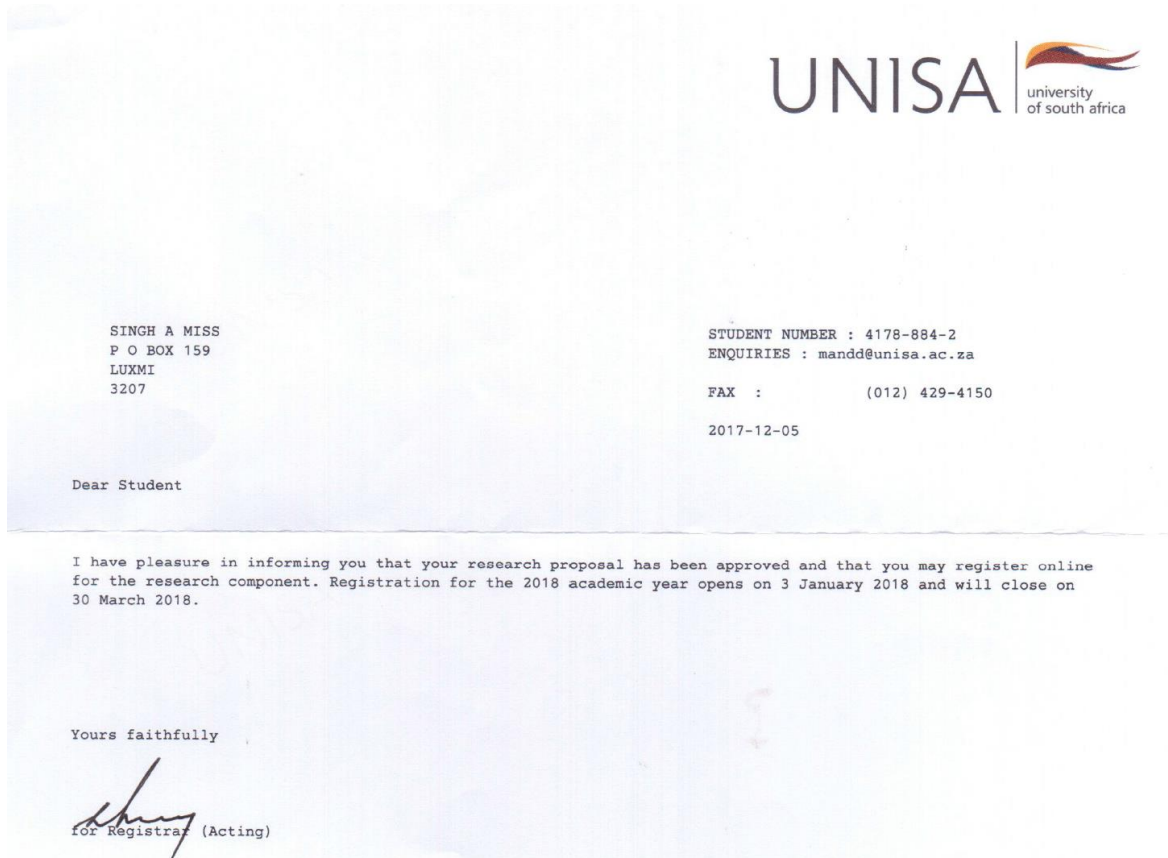
The main content area shows a document with a "Preparing download..." notification. On the right side, a "Match Overview" panel is visible, showing a total match percentage of 37%. Below this, a list of matches is provided:

Match Number	Source	Match Percentage
1	link.springer.com	3%
2	www.annualdigestnight.e...	2%
3	journals.sagepub.com	1%
4	www.researchgate.net	1%
5	www.tandfonline.com	1%
6	repository.up.ac.za	1%
7	mafadoe.com	1%
8	opus4.kobv.de	1%
9	scholarworks.waldenu...	1%
10	online.library.wiley.com	1%
11	pdfs.semanticscholar.o...	1%

At the bottom of the window, the taskbar shows the Windows search bar with the text "Type here to search", the system tray with the date and time "9:48 PM 2/28/2021", and the language setting "ENG".

7.12 Ethics Certificate

Figure 7: Ethics Certificates



NOTICE TO POSTGRADUATE QUALIFICATION SECTION (M&D)**RESULT : RESEARCH PROPOSAL MODULE**

STUDENT NAME	A Singh	STUDENT NUMBER	41788842
DEGREE	M Com	Specialisation	HRM
Please indicate the relevant option with an x:			
A. The above student did not comply with the requirements for the research proposal module and may reregister for this module			
B. The above student did not comply with the requirements for the research proposal module and may not continue with his studies for the degree. Please provide reasons: . . .			
C. I confirm that the above student complied with the requirements for the research proposal module (research proposal approved by departmental higher degrees committee) and may now proceed to register for the research component. Please provide details below			X
Title : Exploring HRM Support: Career Capital Experiences of Expatriates			
Supervisor : Mrs EC Rudolph Personnel Number : 90181654			
Highest Qualification: MCom/MA			
Co-supervisor: Prof YT Joubert Personnel Number: 90138953			
Highest Qualification: DCom			
Address, if external : (including email)			
Additional comments: <i>OREC: Reubleni</i>			
Approval (CoD)			
Comments: <i>Supported</i>			
Signature: <i>Diedrich</i>			
Date: <i>17/11/2017</i>			
Comments:			
Signature: <i>Deulandz!</i> On behalf of College/School Executive Committee			
Date: <i>17/11/17</i>			
FOR OFFICE USE ONLY BY SENIOR QUALIFICATIONS			
Result captured (F375)			